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ABSTRACT

This document contains the fifth edition of the Annual Condition of Education Report to the citizens of Iowa. The report provides evidence of Iowa students' continuing achievement at high levels, when compared to other states and countries. Iowa public schools are also characterized by relatively low dropout rates, high attendance rates, and safe school environments. That over one-half of all new freshmen in Iowa colleges and universities were enrolled in community colleges in fall 1994 demonstrates an increased demand for community-college programs. The report presents information and data on the following areas of K-12 education: student achievement, enrollment, staff characteristics and salaries, educational programs, and finance. Information about student achievement, enrollment, and programs in community colleges is also provided. Finally, the document describes statewide progress toward the 1994 National Education Goals. A total of 93 tables are included. (LMI)

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The Annual

CONDITION OF EDUCATION

Report

1994

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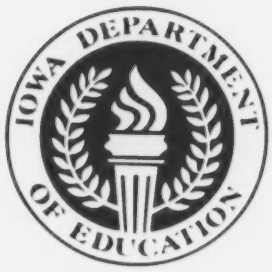
Elementary, Secondary and Community College Education

in Iowa



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To the Citizens of Iowa

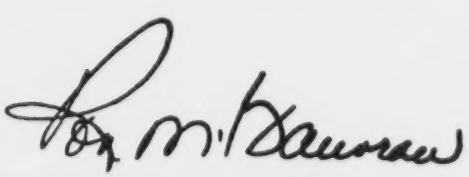
We are pleased to present the fifth edition of the Annual Condition of Education Report to the citizens of Iowa. As is evident in the report, Iowans have many reasons to be proud of what their support for education has provided for children. Iowa's commitment to education is nationally known and respected. Not only has this commitment led to a high quality of life for Iowa's citizens, it has provided a foundation for Iowa's economic development.

In this fifth edition of the report, evidence is provided to demonstrate that Iowa students continue to achieve at high levels when compared to other states and other countries. In addition to receiving high marks for achievement, other positive aspects of our education system include relatively low dropout rates, high attendance rates and safe school environments.

One of the strongest indicators of the success of community colleges has been the demand for programs. Almost half of all new freshman in Iowa colleges and universities were enrolled in community colleges in the fall of 1994. As noted in the report, community colleges have emerged as the nation's fastest growing segment of education.

While many positive things can be noted about the condition of education in Iowa, we cannot afford to be complacent about education. Improving education, assuring high quality programs, and providing the necessary resources all require a continuing commitment. The indicators of the status of education need to constantly be evaluated to assure a dynamic, efficient, effective system of education.

It is our intent that this report be used as a resource by the citizens of the state, enabling them to understand and assess the progress and changes of education in Iowa.



Ron McGauvran, President
Iowa State Board of Education

Al Ramirez, Director
Iowa Department of Education

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STUDENT ACHIEVEMENT

Iowa Testing Program

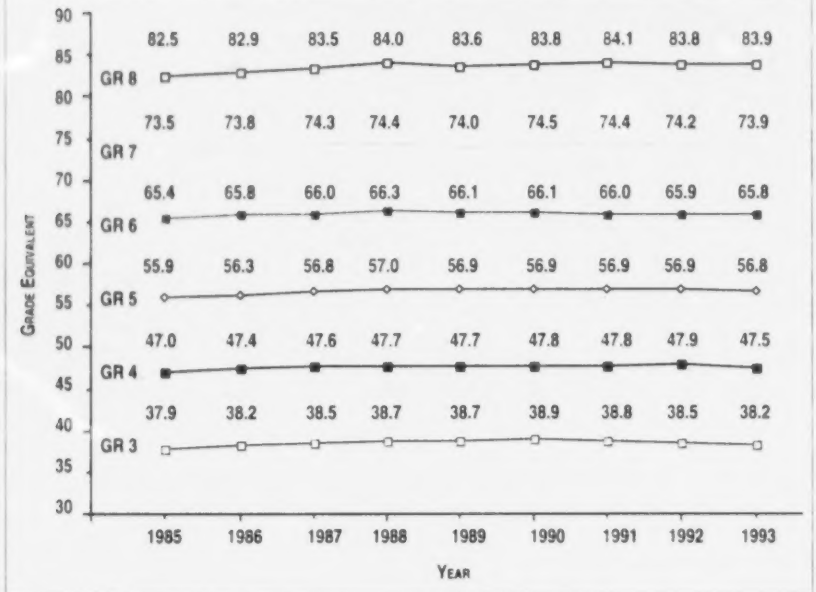
The Iowa Testing Program, operating in conjunction with the University of Iowa, is a voluntary achievement testing program provided to Iowa schools at a reduced cost. For the past ten years, 99 percent of Iowa public school districts and approximately 97 percent of Iowa parochial and private schools have participated in the program. The program encompasses grade levels 3 through 12. Iowa Tests of Basic Skills (ITBS) serves students in grades 3-8, while Iowa Tests of Educational Development (ITED) includes grades 9-12. The tests are offered in a wide variety of subject matter areas.

Iowa Tests of Basic Skills (ITBS)

Iowa student achievement on ITBS composite scores is presented in Figure 1 below. Scores in grades 3-8 have been fairly stable since 1985 and were at or near all time highs in 1993.

FIGURE 1

IOWA ITBS COMPOSITE SCORES GRADES 3-8, 1985-1993
(IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS)



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA

Due to changes in score scales for the ITBS for the 1994-95 school year, it is not possible to compare the performance of Iowa students in grades 3-8 with past performance on the Iowa Tests of Basic Skills. It is, however, possible to make comparisons of Iowa student performance in grades 3-8 with their counterparts in the nation on the basis of both student norms and school norms.

Student Norms

Table 1 on page 2, reflects how Iowa students in grades 3 through 8 ranked in terms of national norms. The figures show that 62 percent of third graders taking the ITBS performed above the national median, while 68 percent of Iowa eighth graders scored above the national median. Overall, 66 percent of Iowa students taking the ITBS in grades 3-8 scored above the national median.

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TABLE 1

PERCENTS OF IOWA STUDENTS PERFORMING WITHIN SELECTED NATIONAL STUDENT PERCENTILE INTERVALS — CORE TOTAL[1] —1994-95

PERCENTILE	NATIONAL PERCENT	GRADE 3	4	5	6	7	8	ITBS AVG. 3-8
90-99	10	14	16	15	17	17	18	16
75-90	15	21	20	21	21	23	20	21
50-75	25	27	28	29	29	29	30	29
25-50	25	22	22	22	20	20	20	21
10-25	15	10	10	10	9	8	8	9
1-10	10	5	4	4	4	3	4	4
PERCENT ABOVE NATIONAL MEDIAN		62	64	65	67	69	68	66
PERCENT BELOW NATIONAL MEDIAN		38	36	35	33	31	32	34

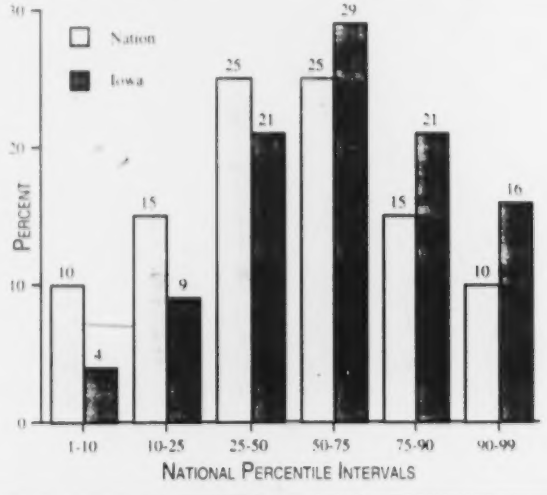
SOURCE: IOWA TESTING PROGRAM, UNIVERSITY OF IOWA.
IOWA BASIC SKILLS TESTING PROGRAM. SCORE REPORTS AND NORMS, 1994-95.
CORE TOTAL REPRESENTS THE AVERAGE OF THE SCORES FOR READING TOTAL, LANGUAGE TOTAL, AND MATHEMATICS TOTAL.

Table 1 also indicated, for example, that 18 percent of Iowa eighth grade students scored in the top percentile compared to 10 percent for the nation and that on the average for grades 3-8, 16 percent of Iowa students taking the ITBS scored in the top percentile compared to 10 percent nationally.

Figure 2 reflects the distribution of average student scores in grades 3-8 comparing Iowa to the nation in terms of percentiles.

FIGURE 2

IOWA VS. NATIONAL DISTRIBUTIONS OF STUDENT SCORES FOR AVERAGE SCORES IN GRADES 3-8 — CORE TOTAL ITBS —1994-95



SOURCE: IOWA TESTING PROGRAM, UNIVERSITY OF IOWA.
IOWA BASIC SKILLS TESTING PROGRAM. SCORE REPORTS AND NORMS, 1994-95.

School Norms

Table 2 reflects the average performance of Iowa schools on the ITBS. It can be seen from the table that, on the average, 88 percent of Iowa school averages for grades 3-8 were above the national median, while only 12 percent of the scores were lower than the national median. On the average for grades 3-8, 15 percent of Iowa schools scored above the 90th percentile for the nation while an additional 38 percent scored between the 75th and 90th percentiles. Figure 3 shows the distribution of grade 3-8 school averages for Iowa and the nation on the ITBS core scores.

TABLE 2

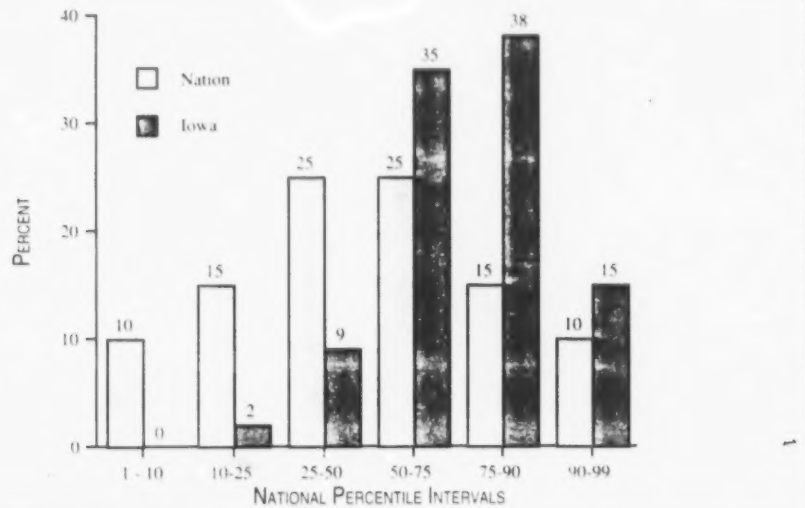
PERCENTS OF IOWA SCHOOLS PERFORMING WITHIN SELECTED NATIONAL SCHOOL PERCENTILE INTERVALS — CORE[1] TOTAL —1994-95

PERCENTILE	NATIONAL PERCENT	GRADE 3	4	5	6	7	8	ITBS AVG. 3-8
90-99	10	14	19	13	19	13	13	15
75-90	15	31	34	34	40	44	46	38
50-75	25	34	33	38	32	38	34	35
25-50	25	17	11	12	6	4	5	9
10-25	15	3	2	3	2	1	1	2
1-10	10	0	0	0	1	1	1	0
PERCENT ABOVE NATIONAL MEDIAN		79	86	85	91	95	93	88
PERCENT BELOW NATIONAL MEDIAN		21	14	15	9	5	7	12

SOURCE: IOWA TESTING PROGRAM, UNIVERSITY OF IOWA.
IOWA BASIC SKILLS TESTING PROGRAM, SCORE REPORTS AND NORMS, 1994-95.
[1]CORE TOTAL REPRESENTS THE AVERAGE OF THE SCORES FOR READING TOTAL, LANGUAGE TOTAL, AND MATHEMATICS TOTAL.

FIGURE 3

IOWA VS. NATIONAL DISTRIBUTIONS OF SCHOOL SCORES FOR AVERAGE SCORES IN GRADES 3-8 — CORE TOTAL ITBS —1994-95



SOURCE: IOWA TESTING PROGRAM, UNIVERSITY OF IOWA.
IOWA BASIC SKILLS TESTING PROGRAM, SCORE REPORTS AND NORMS, 1994-95.

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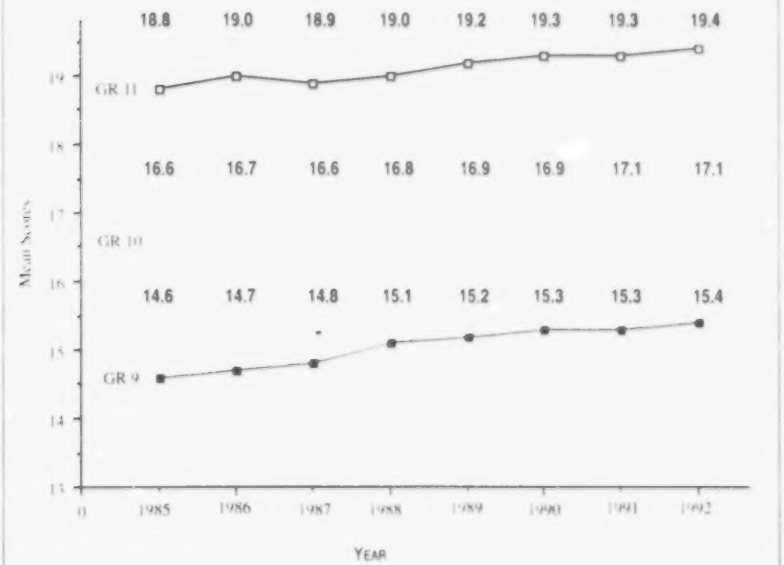
Iowa Tests of Educational Development (ITED)

Due to differences in score scales for the ITED for 1993-94, it is not appropriate to make comparisons of student achievement in previous years.

FIGURE 4

MEAN ITED COMPOSITE SCORES GRADES 9-11*, 1985-1992



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.
*TWELFTH GRADE OMITTED BECAUSE OF LIMITED PARTICIPATION.

ITED composite scores have increased steadily for the period 1985 through 1992 and in 1992 were at or near record levels for grades 9-11.

AMERICAN COLLEGE TESTING (ACT)

The ACT, which is administered by American College Testing, is a college entrance examination.

It is a measure of student readiness for college class work. There are four subtests which compose the ACT composite score: English; mathematics; reading; and science reasoning. Scores on the ACT range from 0 to 36, with 36 being the highest score.

The Iowa average composite scores from 1986 through 1994 have consistently been higher than average scores for the nation. Iowa student scores have been at or near the highest in the nation for a number of years. Comparisons of average composite scores for Iowa and the nation are reflected in Table 3.

TABLE 3

IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES — 1986-1994

Year	Iowa	Percent Iowa Student Participation	Nation
1986	22.3	57.9	20.8
1987	22.0	59.2	20.8
1988	22.0	60.3	20.8
1989	21.8	60.5	20.6
1990	21.8	61.2	20.6
1991	21.7	61.0	20.6
1992	21.6	62.1	20.6
1993	21.8	61.5	20.7
1994	21.9	62.1	20.8

Source: *1994 ACT Assessment Results, Summary Report Iowa*, American College Testing Program.

In 1994, 62.1 percent of Iowa's high school seniors took the ACT examination.

TABLE 4

1994 AVERAGE ACT SCORES BY TYPE OF HIGH SCHOOL PROGRAM TAKEN BY STUDENTS

Subtests	High School Program Type: College Prep (Core*)		Non-College Prep (Less than Core)	
	Iowa	National	Iowa	National
English	22.5	21.5	19.3	18.6
Math	22.5	21.5	18.9	18.3
Reading	23.4	22.5	20.0	19.6
Science	23.4	22.1	20.4	19.5
Composite	23.1	22.0	19.8	19.1

Source: *1994 ACT Assessment Results, Summary Report Iowa*, American College Testing Program.

* A "Core" program is defined as a typical college preparatory program including:
- English (four years or more)
- Mathematics (three years or more)
- Social Studies (three years or more)
- Natural Sciences (three years or more)

Iowa students who had completed the core or college prep program scored higher than the national average on each of the four subtests and on the composite score. This was also true of the Iowa students not taking college prep courses, although their scores were lower than scores for students in the college prep programs, they were all higher than the national average for non-college prep students. (See Table 4).

Iowa average scores for students in both the college prep programs and non-college prep programs have declined somewhat since the 1986-87 school year, as have average scores for the nation.

The number of students taking less than the college prep program has declined substantially since 1986-87, decreasing from 13,564 to 7,472 in 1993-94. This is a decline of 44.9 percent. On the other hand, the number of Iowa students enrolled in college prep programs has increased considerably from 9,298 in 1986-87 to 13,422 in 1993-94, an increase of 44.4 percent.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is a program of the U.S. Department of Education developed to assess the skills and knowledge of U.S. students in a wide range of subject areas. The following information represents recently released data collected during the 1992 assessment of mathematics skills of 4th and 8th grade students. These data are grouped by nation, central region and Iowa performance levels. The central region represents scores of students from Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin.

Mathematics scores represent levels of proficiency, as defined by the National Assessment Governing Board, acquired by students tested. This proficiency is measured on a scale of 0 to 500 and divided into four levels. Level 200 describes students who could perform simple additive reasoning and problem solving with whole numbers. Level 250 describes students who can perform simple multiplicative reasoning and two step problem solving. Level 300 describes students who can demonstrate reasoning and problem solving involving fractions, decimals, percents, elementary geometry, and simple algebra. Level 350 describes students who can demonstrate reasoning and problem solving involving geometry, algebra and beginning statistics and probability.

Average proficiency in mathematics is compared in Tables 5 and 6 by the degree of physical conflict among students.

In both fourth and eighth grades, the Iowa students averaged higher proficiency scores in all categories, as contrasted against the nation and the central region, except in the serious or moderate category where Iowa scores were slightly lower than the central region scores for grade 4. The percent of Iowa students categorized in the serious or moderate group at both grade levels was less than the percentage for both the national and the central region.

TABLE 5

8TH GRADE MATHEMATICS PROFICIENCY BY THE DEGREE OF PHYSICAL CONFLICTS AMONG STUDENTS

GRADE 4

	Serious or Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	11	208	59	216	30	224
Central Region	13	216	49	221	38	225
Iowa	5	211	58	229	37	231

Source: *State-by-State Background Questionnaire Data Appendix: NAEP1992 Mathematics Assessment* Grade 4 and 8 (Table A11) National Center for Education Statistics.

TABLE 6

8TH GRADE MATHEMATICS PROFICIENCY BY THE DEGREE OF PHYSICAL CONFLICTS AMONG STUDENTS

GRADE 8

	Serious or Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	21	256	64	268	15	274
Central Region	17	261	66	275	17	281
Iowa	13	273	60	284	27	285

Source: *State-by-State Background Questionnaire Data Appendix: NAEP1992 Mathematics Assessment* Grade 4 and 8 (Table A.11) National Center for Education Statistics.

As Tables 7 and 8 indicate, the average mathematics proficiency scores for fourth and eighth grade students were similar for "extreme rural" and "other" communities. However, scores at both grade levels and for all three comparison groups were markedly different between advantaged urban and disadvantaged urban groups.

TABLE 7

AVERAGE MATHEMATICS PROFICIENCY BY TYPE OF COMMUNITY — GRADE 4

	Advantaged Urban(1)		Disadvantaged Urban (2)		Extreme Rural (3)		Other (4)	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	9	240	10	193	13	216	67	218
Central Region	5	235	9	188	16	228	70	224
Iowa	7	241	6	219	41	229	46	229

Type of Community Definitions:

(1) **Advantaged Urban:** Students in this group live in metropolitan statistical areas and attend schools where a high proportion of the students' parents are in professional or managerial positions.

(2) **Disadvantaged Urban:** Students in this group live in metropolitan statistical areas and attend schools where a high proportion of the students' parents are on welfare or are not regularly employed.

(3) **Extreme Rural:** Students in this group live outside metropolitan statistical areas, live in areas with a population below 10,000, and attend schools where many of the students' parents are farmers or farm worker.

(4) **Other:** Students in this category attend schools in areas other than those defined as advantaged urban, disadvantaged urban, or extreme rural.

Source: *State by State Background Questionnaire Data Appendix: NAE P Iowa 1992 Mathematics Assessment* Grade 4 (Table A.2), National Center for Education Statistics.

TABLE 8

AVERAGE MATHEMATICS PROFICIENCY BY TYPE OF COMMUNITY — GRADE 8

	Advantaged Urban(1)		Disadvantaged Urban (2)		Extreme Rural (3)		Other (4)	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	8	285	9	239	10	267	72	268
Central Region	8	285	9	236	9	281	74	275
Iowa	4	291	3	271	44	287	49	280

Type of Community Definitions:

(1) **Advantaged Urban:** Students in this group live in metropolitan statistical areas and attend schools where a high proportion of the students' parents are in professional or managerial positions.

(2) **Disadvantaged Urban:** Students in this group live in metropolitan statistical areas and attend schools where a high proportion of the students' parents are on welfare or are not regularly employed.

(3) **Extreme Rural:** Students in this group live outside metropolitan statistical areas, live in areas with a population below 10,000, and attend schools where many of the students' parents are farmers or farm worker.

(4) **Other:** Students in this category attend schools in areas other than those defined as advantaged urban, disadvantaged urban, or extreme rural.

Source: *State by State Background Questionnaire Data Appendix: NAEP Iowa 1992 Mathematics Assessment* Grade 8 (Table A.2), National Center for Education Statistics.

The results for Tables 9 and 10 compare the mathematics proficiency of students in grades 4 and 8 based on the number of parents living at home. At both grade levels, a higher percentage of Iowa students report both parents living at home than either the nation or the central region. Consistent with central region and national results, average proficiency scores were higher for Iowa students with both parents living at home than for a single parent living at home. For Iowa 4th graders, average scores for those students reporting both parents living at home were markedly higher than scores of students reporting neither parent living at home.

TABLE 9

COMPARISON OF 4TH GRADE STUDENT PERFORMANCE IN NAEP MATHEMATICS WITH STUDENTS' REPORT ON THE STATUS OF PARENTS LIVING AT HOME

	Both Parents		Single Parent		Neither Parent	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	76	222	20	206	5	192
Central Region	78	226	18	209	4	Not Available
Iowa	83	231	14	220	2	203

Source: *State-by-State Background Questionnaire Data Appendix: NAEP 1992 Mathematics Assessment* Grade 4 (Table A.26). National Center for Education Statistics.
Note: Percentages may not sum to 100 percent due to rounding.

TABLE 10

COMPARISON OF 8TH GRADE STUDENT PERFORMANCE IN NAEP MATHEMATICS WITH STUDENTS' REPORT ON THE STATUS OF PARENTS LIVING AT HOME

	Both Parents		Single Parent		Neither Parent	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	75	272	22	259	3	244
Central Region	79	278	19	264	2	Not Available
Iowa	83	285	16	278	2	Not Available

Source: *State-by-State Background Questionnaire Data Appendix: NAEP 1992 Mathematics Assessment* Grade 8 (Table A.26). National Center for Education Statistics.
Note: Percentages may not sum to 100 percent due to rounding.

ADVANCED PLACEMENT (AP)

The Advanced Placement (AP) program is a joint effort between secondary schools and colleges and universities across the nation. Participating colleges and universities grant credit and/or appropriate placement to students successfully achieving specified performance levels on AP examinations. Nearly one-half of the nation's 21,000 high schools offer AP coursework and more than 400,000 students participate in the AP program annually. Scores given on AP examinations range from 5 to 1. A score of 5 is interpreted as extremely well qualified, 4 is considered well qualified, 3 is termed qualified, 2 is possibly qualified and 1 is equal to no recommendation.

The number of Iowa students taking AP examinations since 1988 has more than doubled and has increased each year. The largest increase occurred between 1989 and 1990 (See Table 11). The distribution of the 2,788 Iowa students taking AP examinations in 1993, is shown in Table 12 by racial/ethnic category.

In 1993, Iowa ranked 42nd of the 50 states and the District of Columbia in the percent of schools involved in the Advanced Placement Program, with 25 percent of schools participating.

TABLE 11

IOWA STUDENTS TAKING AP EXAMINATIONS, 1988-1993

Year	Number	Percent Increase from Prior Year
1988	1,059	—
1989	1,221	15.3
1990	1,797	47.2
1991	2,023	12.6
1992	2,289	13.1
1993	2,788	21.8

Source: *Iowa and National Summary Reports*, 1993. The College Board.

TABLE 12

DISTRIBUTION OF IOWA STUDENTS TAKING AP EXAMINATIONS BY RACIAL/ETHNIC CATEGORY, 1993

Racial/Ethnic Category	Number of Students	Percent of Students
Not stated	204	7.3
American Indian/Alaskan	4	.1
Black/Afro-American	21	.8
Chicano/Mexican American	11	.4
Asian/Asian American	134	4.8
Puerto Rican	1	<.1
Other Hispanic	8	.3
White	2,386	85.6
Other	19	.7
Total	2,788	

Source: *Iowa and National Summary Reports*, 1993. The College Board.

The most commonly taken AP examinations are shown in Table 13 below.

TABLE 13

IOWA AP PARTICIPANTS BY EXAMINATION AREA, 1993

Examination Area	Number of Iowa Students	Average Score Iowa	Average Score Nation
English Literature and Composition	823	2.94	3.03
U.S. History	280	2.89	2.78
English Language and Composition	266	2.94	2.85
European History	197	3.06	3.00
Government and Politics U.S.	105	3.32	2.99
Economics Macro	66	3.67	3.08
Economics Micro	65	3.02	3.03

Source: *Iowa and National Summary Reports*, 1993. The College Board.

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Iowa students scored higher than the national average in each examination area except in English literature and composition and micro economics.

Table 14 reflects Iowa scores in science and mathematics on AP examinations.

TABLE 14

IOWA AP SCORES IN MATHEMATICS AND SCIENCE, 1993

Examination Area	Number	Average Score	
		Iowa	Nation
Calculus AB	403	3.54	3.10
Calculus BC	45	3.64	3.49
Biology	165	3.22	2.98
Chemistry	109	2.89	2.86

Source: *Iowa and National Summary Reports*. 1993. The College Board.

Average AP examination scores of Iowa students shown in Table 14 are all above the average scores for the nation.

PURSUIT OF POSTSECONDARY EDUCATION/TRAINING

In the base year, 1985-86, 61.4 percent of public school students pursued some form of postsecondary education or training. By 1991-92 this figure had increased to 68.7 percent. In 1992-93, the most current year for which data are available, the postsecondary education/training rate statewide increased to 71.3 percent. The range in the percentage of students pursuing postsecondary education across enrollment categories was 68.2 percent in districts under 250 to 72.8 percent in district with enrollments of 1,000 to 2,499. See Table 15 and Figure 5.

TABLE 15

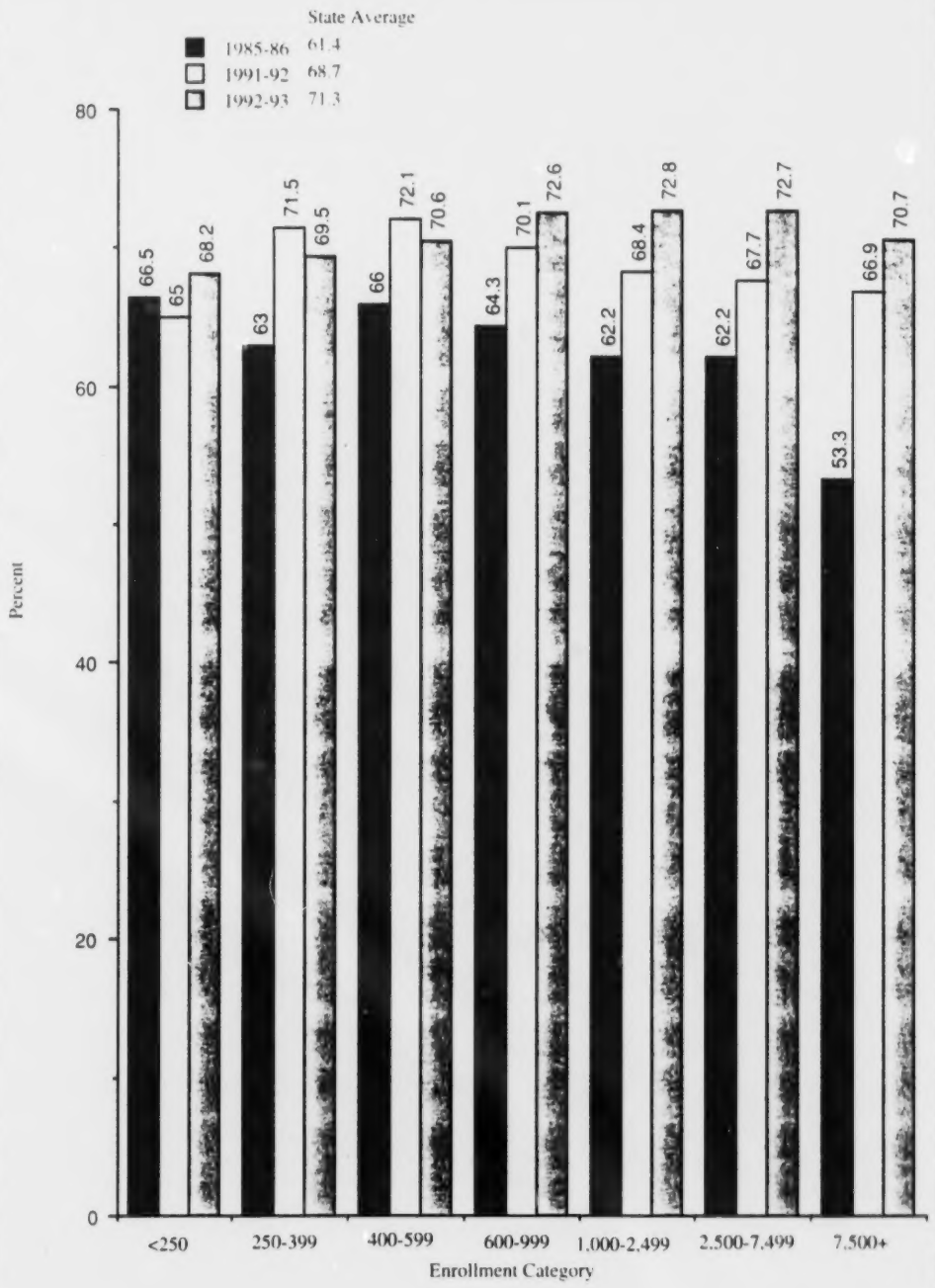
IOWA PUBLIC SCHOOL GRADUATES PURSUING POSTSECONDARY EDUCATION TRAINING IN 1992-93 BY ENROLLMENT CATEGORY

Enrollment Category	Number of graduates pursuing Postsecondary Education/Training	Percent of graduates Pursuing Postsecondary Education/Training
<250	191	68.2
250-399	962	69.5
400-599	2,357	70.6
600-999	3,232	72.6
1,000-2,499	5,228	72.8
2,500-7,499	4,078	70.7
7,500+	4,845	70.4
State	20,893	71.3

Source: Iowa Department of Education, Basic Educational Data Survey.

FIGURE 5

IOWA PUBLIC SCHOOL GRADUATES PURSUING POSTSECONDARY EDUCATION/ TRAINING IN 1985-86, 1991-92, AND 1992-93 BY ENROLLMENT CATEGORY



Source: Iowa Department of Education, Basic Educational Data Survey.

SCHOOL ATTENDANCE

Attendance rates are calculated by dividing average daily attendance (ADA) by average daily membership (ADM). Rates are then converted to percentages. Attendance patterns in Iowa public school districts have remained very stable across time. The range across enrollment categories is quite limited, only about two percentage points. Attendance rates for 1992-93 are displayed in Table 16, and in Figure 6.

TABLE 16

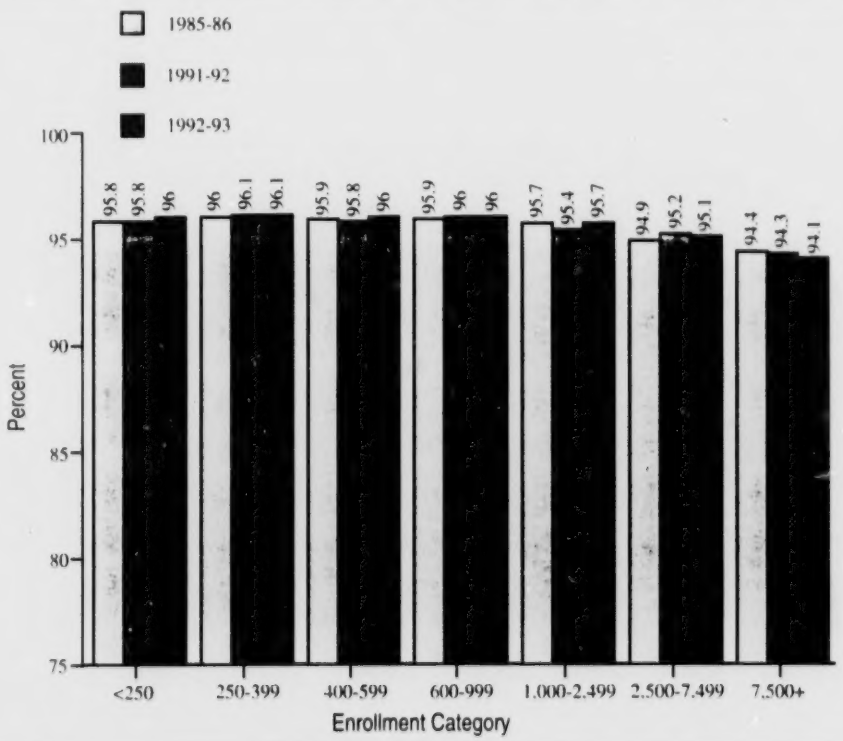
ATTENDANCE RATES SHOWN AS PERCENTAGES FOR IOWA PUBLIC SCHOOL DISTRICTS BY ENROLLMENT CATEGORY - 1992-93

Enrollment Category	ADA	ADM	ADA as Percent of ADM
State	463,692	486,799	95.3
<250	7,905	8,234	96.0
250-399	21,374	22,238	96.1
400-599	47,121	49,106	96.0
600-999	65,071	67,796	96.0
1,000-2,499	110,036	115,015	95.7
2,500-7,499	90,855	95,532	95.1
7,500+	121,330	128,878	94.1

Source: Iowa Department of Education, Certified Annual Financial Report, 1992-93.

FIGURE 6

ATTENDANCE RATES SHOWN AS PERCENTAGES FOR IOWA PUBLIC SCHOOL DISTRICTS BY ENROLLMENT CATEGORY 1985-86, 1991-92 AND 1992-93



Source: Iowa Department of Education, Certified Annual Financial Report, 1992-93.

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IOWA TESTS OF BASIC SKILLS (ITBS) and NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) COMPARISON

Table 17 shows a comparison of the percentage of Iowa eighth grade students who were above the national median on the Iowa Tests of Basic Skills (ITBS) and the National Assessment of Educational Progress (NAEP). The ITBS data are based on 1992 national standardization and the 1993-94 Iowa program. NAEP data are based on 1992 state-by-state results.

The percentage of Iowa eighth grade students whose performance is above the national median for total math, which does not include math computation, was four percentage points greater on NAEP than ITBS.

For ITBS, total math, concepts and estimation and problem and data interpretation showed the greatest percentage of Iowa students above the national median, followed by computation.

TABLE 17

IOWA EIGHTH GRADE STUDENT PERFORMANCE ON ITBS AND NAEP
NATIONAL COMPARISON

Percent of Iowa Students Above National Median

Test Area	ITBS	NAEP
Total Math Score	68	72
Concepts and Estimation	68	
Problem Solving and Data interpretation	67	
Computation	60	

Source: Iowa Testing Program, University of Iowa.

Table 18 provides a comparison of the percentage of students, nationally, below the Iowa median on ITBS and NAEP. Approximately two-thirds of the students, nationally, were below the Iowa median on both ITBS and NAEP for total math. The distribution of percentage of students nationally, below the Iowa median on components of ITBS (total math, concepts and estimation, problem solving, and data interpretation) corresponded to the distribution of percentages of Iowa students above the national median referenced in Table 17.

TABLE 18

IOWA EIGHTH GRADE STUDENT PERFORMANCE ON ITBS AND NAEP
IOWA COMPARISON

Percent of Students Nationally Below the Iowa Median

Test Area	ITBS	NAEP
Total Math Score	67	67
Concepts and Estimation	67	
Problem Solving and Data interpretation	66	
Computation	60	

Source: Iowa Testing Program, University of Iowa.

CHAPTER 1 ACHIEVEMENT

The Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvements Amendments of 1988 (P.L. 100-297), authorizes the Chapter 1 program. The state of Iowa received over $40 million in Chapter 1 funds during 1992-93.

The intent of the Chapter 1 program is to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families so that the schools can expand and improve their educational programs. Services are to be supplemental to the regular district program and must be offered to students with the greatest educational need.

Chapter 1 student achievement is measured in Normal Curve Equivalents (NCEs). NCEs form an equal interval scale under the normal curve with a mean of 50 and a standard deviation of 21.06 and match the percentile scale at 1, 50, and 99.

The norm-referenced evaluation model is used to determine program achievement. Nationally normed achievement tests are administered annually to all Chapter 1 students in grades two and above.

During the 1992-93 school year, 22,862 Iowa students in grades 2-12 were served in Chapter 1 reading programs and 7,114 were served in mathematics. Seventy percent of the reading students and 65 percent of the mathematics students had valid test scores. A score is valid if students were present for both a pretest (administered in one school year) and a post-test (administered in another school year).

Tables 19 and 20 summarize student participation and NCE gain at each grade level in reading and mathematics.

TABLE 19

STATEWIDE SUMMARY OF CHAPTER 1
MEAN NCE GAINS IN READING BY GRADE
1992-93

Grade	Total Participants	Number with Valid Scores	Mean NCE Gain
2	5,432	2,811	+5.9
3	5,285	4,011	+4.2
4	4,453	3,350	+5.8
5	3,259	2,532	+3.0
6	2,178	1,717	+3.9
7	1,039	791	+2.8
8	663	504	+5.1
9	336	229	+6.1
10	106	62	+4.7
11	68	41	+3.2
12	43	32	+11.3
Total	22,862	16,080	+4.6

Source: Iowa Department of Education, Annual District Chapter 1 Evaluation Reports.

TABLE 20

STATEWIDE SUMMARY OF CHAPTER 1 MEAN NCE GAINS IN MATHEMATICS BY GRADE 1992-93

Grade	Total Participants	Number with Valid Scores	Mean NCE Gain
2	1,167	509	+7.7
3	1,334	821	+6.0
4	1,387	930	+6.0
5	1,241	865	+2.1
6	856	624	+4.0
7	537	395	+5.0
8	308	241	+5.4
9	179	142	+10.7
10	54	36	+9.4
11	38	30	+3.5
12	13	7	+3.8
Total	7,114	4,600	+5.2

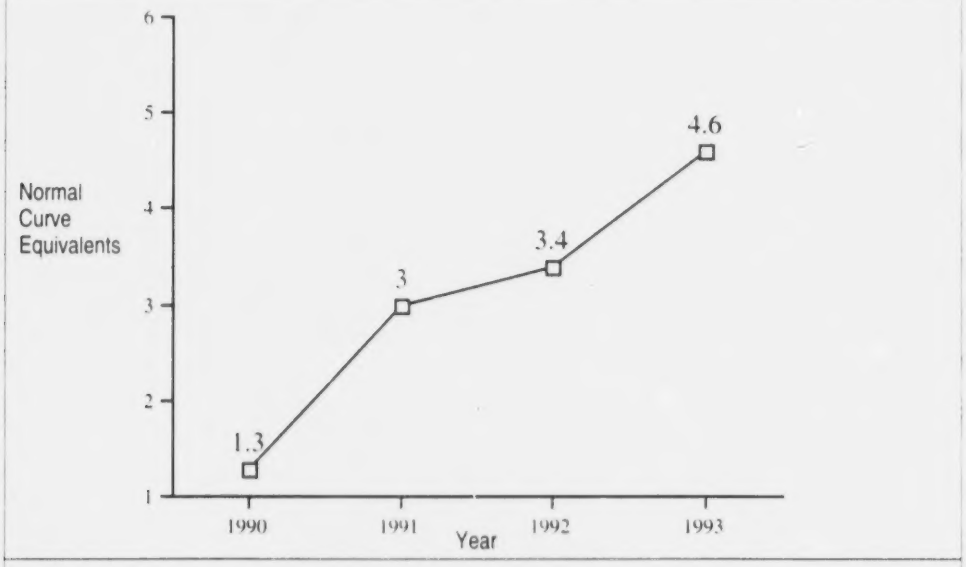
Source: Iowa Department of Education, Annual District Chapter 1 Evaluation Reports.

Historically, the major focus of Iowa Chapter 1 programs has been elementary reading; this decision is made at the district level.

Iowa Chapter 1 reading and mathematics programs have demonstrated an increase in student achievement gains over time as indicated in Figures 7 and 8. These figures compare the aggregate mean gain for reading and mathematics, respectively, for the years 1990-1993.

FIGURE 7

CHAPTER 1 READING COMPARISON OF MEAN GAINS 1990-93



Source: Iowa Department of Education, Annual District Chapter 1 Evaluation Reports.

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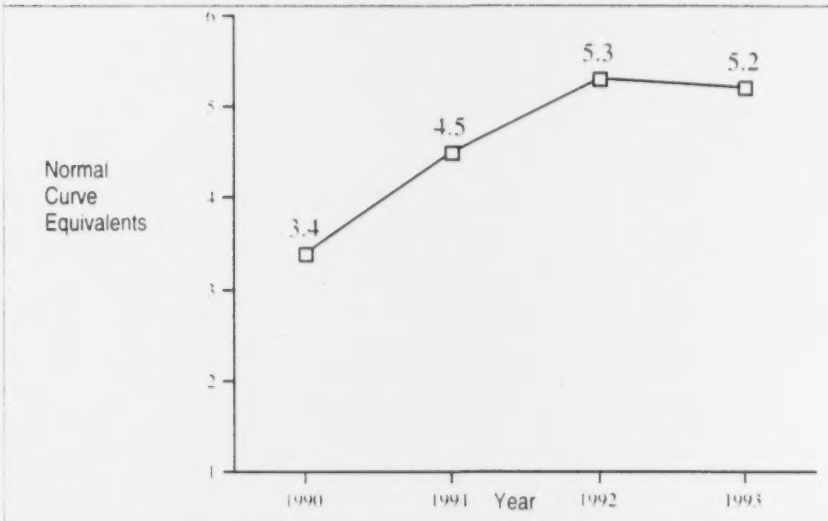
FIGURE 8

CHAPTER 1 MATHEMATICS COMPARISON OF MEAN GAINS 1990-93



Source: Iowa Department of Education. Annual District Chapter 1 Evaluation Reports

ENROLLMENT

Enrollment Trends

The 1993-94 school year marks the fifth consecutive increase in Iowa public school enrollments following a 20 year decline. The 1993-94 year enrollment is up over 20,000 from 1988-89, the last year for which a decrease was recorded. Over the same time period, enrollments for nonpublic schools decreased some 2,000 students. Since 1985-86, combined public and nonpublic enrollments in Iowa schools have increased by nearly 7,700 students, representing an increase of 1.4 percent. (See Table 21).

Public school enrollment is also projected to increase again in 1994-95. Table 22 displays projected enrollments for public and nonpublic schools from 1994-95 through 1998-99.

TABLE 21

PUBLIC AND NONPUBLIC SCHOOL ENROLLMENTS—1985-86 —1993-94

Year	Public	Nonpublic	Total
1985-86	485,676	49,026	534,702
1986-87	481,205	48,520	529,725
1987-88	478,859	47,228	526,087
1988-89	476,771	47,373	524,144
1989-90	478,210	46,033	524,243
1990-91	483,396	45,562	528,958
1991-92	491,059	45,865	536,924
1992-93	495,342	45,229	540,571
1993-94	497,007	45,328	542,368

Source: Iowa Department of Education. Basic Educational Data Survey - Enrollment File and Certified Enrollment File.

Table 23 reports enrollments by grade level for 1985-86, 1992-93 and 1993-94. From 1985-86 to 1993-94 public school enrollment increases occurred in grades 2 through 8, while decreases occurred in grades K-1 and in grades 9 through 12. Grades 6 and 7 increased about 18 percent over the period. Total enrollment was up 2.34 percent from 1985-86 to 1993-94.

TABLE 22

PROJECTED PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT — 1994-95—1997-98

Year	Public	Nonpublic
1994-95	498,338	44,893
1995-96	502,641	44,428
1996-97	505,366	44,180
1997-98	507,015	43,845
1998-99	507,098	43,447

Source: Iowa Department of Education, Public and Nonpublic School Enrollment Projections

TABLE 23

PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL

Grade Level	1985-86	1992-93	1993-94	1992-93 to 1993-94 % Change	1985-86 to 1993-94 %Change
K	40,925	36,390	36,311	-.22	-11.27
1	38,110	36,608	35,091	-4.14	-7.29
2	35,387	37,151	36,190	-2.59	2.27
3	34,508	36,553	36,963	1.12	7.11
4	32,977	37,644	36,324	-3.51	10.15
5	33,327	37,389	37,484	.25	12.47
6	32,038	38,119	37,704	-1.09	17.69
7	32,653	38,613	38,811	.51	18.86
8	35,136	36,839	38,495	4.50	9.56
9	39,688	37,094	38,584	4.02	-2.78
10	39,337	35,656	36,428	2.17	-7.40
11	37,203	32,947	34,845	5.76	-6.34
12	35,906	33,008	32,545	-1.40	-9.36
Other	18,481	21,331	21,232	-.31	15.06
Total	**485,676**	**495,342**	**497,007**	**.34**	**2.34**

Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment File

Distribution of Students/Districts

Table 24 reflects the distribution of students and public school districts by enrollment category, based upon certified enrollment. The proportion of school districts under 400 enrollment has changed substantially as has the percentage of students attending those districts since 1985-86. In 1985-86, districts with fewer than 400 students represented 32.5 percent of Iowas' 437 districts and accounted for 8.1 percent of all public enrollment. In 1993-94 these districts represented only 22.2 percent of the states' 397 school districts and only 5 percent of the students.

TABLE 24

DISTRIBUTION OF PUBLIC SCHOOL DISTRICTS AND STUDENTS BY ENROLLMENT CATEGORY 1985-86 VS. 1993-94

District Enrollment Category	1985-86 Districts N	1985-86 Districts %	1985-86 Students N	1985-86 Students %	1993-94 Districts N	1993-94 Districts %	1993-94 Students N	1993-94 Students %
<250	52	11.9	10,124	2.1	34	8.6	6,956	1.4
250-399	90	20.6	29,060	6.0	54	13.6	17,794	3.6
400-599	94	21.5	46,544	9.6	95	23.9	47,617	9.6
600-999	97	22.2	72,595	15.0	103	25.9	79,260	15.9
1,000-2,499	72	16.5	109,551	22.5	78	19.7	119,988	24.1
2,500-7,499	24	5.5	95,189	19.6	24	6.0	94,422	19.0
7,500+	8	1.8	122,269	25.2	9	2.3	130,970	26.4
State	437				397		497,007	

Source: Iowa Department of Education, Certified Enrollment File

Approved Nonpublic Schools

For 1993-94, 205 nonpublic schools reported enrollments. This is down from 214 in 1992-93. Thirty-three of these schools or 16.1 percent offered programs for grades 9-12. Nonpublic schools offering high school programs ranged in size from 66 to 1,015, with a median size of 196 students.

Ethnic Distribution

The percentage of minority students enrolled in Iowa public schools has increased from 4.6 percent in 1985-86 to 6.6 percent for the 1993-94 school year. The 1993-94 figure is an increase from 6.2 percent for the 1992-93 school year. As indicated in Table 25 the greatest increases for minority groups occurred for Hispanic students and American Indian students which increased 97.0 percent and 79.2 percent respectively from 1985-86 to 1993-94. These two minority groups both had in excess of a 9 percent increase in enrollment from the previous year.

TABLE 25

PUBLIC SCHOOL ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-86, 1992-93 AND 1993-94

Racial/ Ethnic Group	1985-86 N	1985-86 %	1992-93 N	1992-93 %	1993-94 N	1993-94 %	% Change 92-93 to 93-94	% Change 85-86 to 93-94
American Indian	1,090	.2	1,790	.4	1,953	.4	9.1	79.2
Hispanic	4,069	.8	7,342	1.5	8,017	1.6	9.2	97.0
Asian	5,310	1.1	6,985	1.4	7,590	1.5	8.7	42.9
African American	12,308	2.5	14,512	2.9	15,607	3.1	7.5	26.8
White	462,555	95.4	463,593	93.8	464,758	93.4	.25	.47

Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment File (Includes PK-grade 12 and special education students).

Substantial increases in minority enrollments also occurred in nonpublic schools from 1985-86 to 1993-94. African American enrollments led the minority group increases with 60.1 percent; followed by American Indians, Asians, and Hispanics at 37.5 percent, 30.5 percent, and 30.2 percent, respectively. The white student population decreased a little over 5 percent for the period. The percentage of minority students in the nonpublic schools has changed only slightly since 1985-86 increasing from 2.5 percent to 3.3 percent in 1993-94. (See Table 26).

TABLE 26

NONPUBLIC SCHOOL ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-86, 1992-93 AND 1993-94

Racial/ Ethnic Group	1985-86		1992-93		1993-94		% Change 92-93 to 93-94	% Change 85-86 to 93-94
	N	%	N	%	N	%		
American Indian	42	.1	41	.1	57	.1	39.0	35.7
Hispanic	527	1.1	641	1.4	686	1.4	7.0	30.2
Asian	344	.7	447	.9	449	.9	.4	30.5
African American	273	.6	458	1.0	437	.9	-4.6	60.1
White	48,372	97.5	45,708	96.6	45,917	96.7	.5	-5.1

Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment File (Includes PK through Grade 12 students)

As indicated in Table 27 Iowa ranked 45th, along with Idaho and Utah, in percentage of public school minority students in 1990-91. The distribution ranged from 95 percent minority in the District of Columbia, ranked number 1; to Maine, New Hampshire, and Vermont with 3 percent minority public school students, who shared a rank of 50. The national average was 31 percent.

Non-English Speaking Student Distribution

Table 28 summarizes the non-English speaking certified enrollment for 1993-94 by public school enrollment category. The distribution of non-English speaking students varies considerably from that of the overall basic enrollment total. Nearly 60 percent of the non-English speaking enrollments were concentrated in schools in the 7,500 or above enrollment category. This compares to 26.4 percent of the base enrollment for schools in this category. All other enrollment categories are under represented with respect to non-English speaking student enrollment.

TABLE 27

PERCENT OF MINORITY ENROLLMENT — 1990-91

	Percent	Rank
District of Columbia	95	1
Hawaii	76	2
New Mexico	58	3
California	53	4
Mississippi	48	5
Texas	48	6
Louisiana	47	7
South Carolina	43	8
Florida	41	9
Alabama	40	10
Arizona	39	11
Maryland	38	12
Georgia	37	13
Illinois	35	14
New York	34	15
New Jersey	32	17
North Carolina	32	17
Virginia	32	17
Alaska	31	18
NATION	31	
Delaware	30	19
Oklahoma	28	20
Arkansas	27	21
Nevada	26	22
Colorado	25	23
Connecticut	23	24
Michigan	22	25.5
Tennessee	22	25.5
Massachusetts	21	27
Missouri	18	28.5
Washington	18	28.5
Rhode Island	17	30
Pennsylvania	16	31
Ohio	15	32.5
Wisconsin	15	32.5
Indiana	14	34.5
Kansas	14	34.5
South Dakota	13	36
Montana	12	37
Nebraska	11	38.5
Oregon	11	38.5
Minnesota	10	40.5
Wyoming	10	40.5
Kentucky	9	42.5
North Dakota	9	42.5
Idaho	8	45
Iowa	**8**	**45**
Utah	8	45
West Virginia	5	48
Maine	3	50
New Hampshire	3	50
Vermont	3	50

Source: National Center for Education Statistics, *1990-91 Schools and Staffing Surveys: Selected State Results.*

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TABLE 28

1993-94 DISTRIBUTION OF NON-ENGLISH SPEAKING ENROLLMENT BY ENROLLMENT CATEGORY

Enrollment Category	Basic Enrollment Total	Non-English Speaking Enrollment
<250	6,956	17
250-399	17,794	21
400-599	47,617	72
600-999	79,260	229
1,000-2,499	119,988	706
2,500 -7,499	94,422	488
7,500+	130,970	2,252
State	497,007	3,785

Source: Iowa Department of Education, Certified Annual Enrollment Report, 1993-94.

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Teacher Characteristics

Table 29 reflects teacher characteristics for the 1993-94 school year. During the 1993-94 school year more than two-thirds of Iowa's public school teachers were women, while nearly 79 percent of nonpublic teachers were women. For the public schools this figure is 3.6 percentage points greater than in the 1985-86 school year and up slightly from the 1992-93 school year.

Just under 1.5 percent of Iowa's public school teachers were minorities in 1993-94, up slightly over 1985-86 baseline figures. Minority figures for nonpublic schools reflected that only .7 percent of teachers were minorities in 1993-94 as well as in 1992-93, up very slightly from .52 percent in 1985-86.

Average total experience in 1993-94 was nearly 16 years for public school teachers and 11.6 for nonpublic teachers. More than one in four public school teachers held advanced degrees in 1993-94 while 11 of 100 nonpublic teachers had advanced degrees.

Average teacher age has increased for both public and nonpublic teachers, from 40 years to just over 42 years and from about 36.6 to just over 38 years respectively.

TABLE 29

CHARACTERISTICS OF FULL-TIME TEACHERS — 1985-86, 1992-93 AND 1993-94

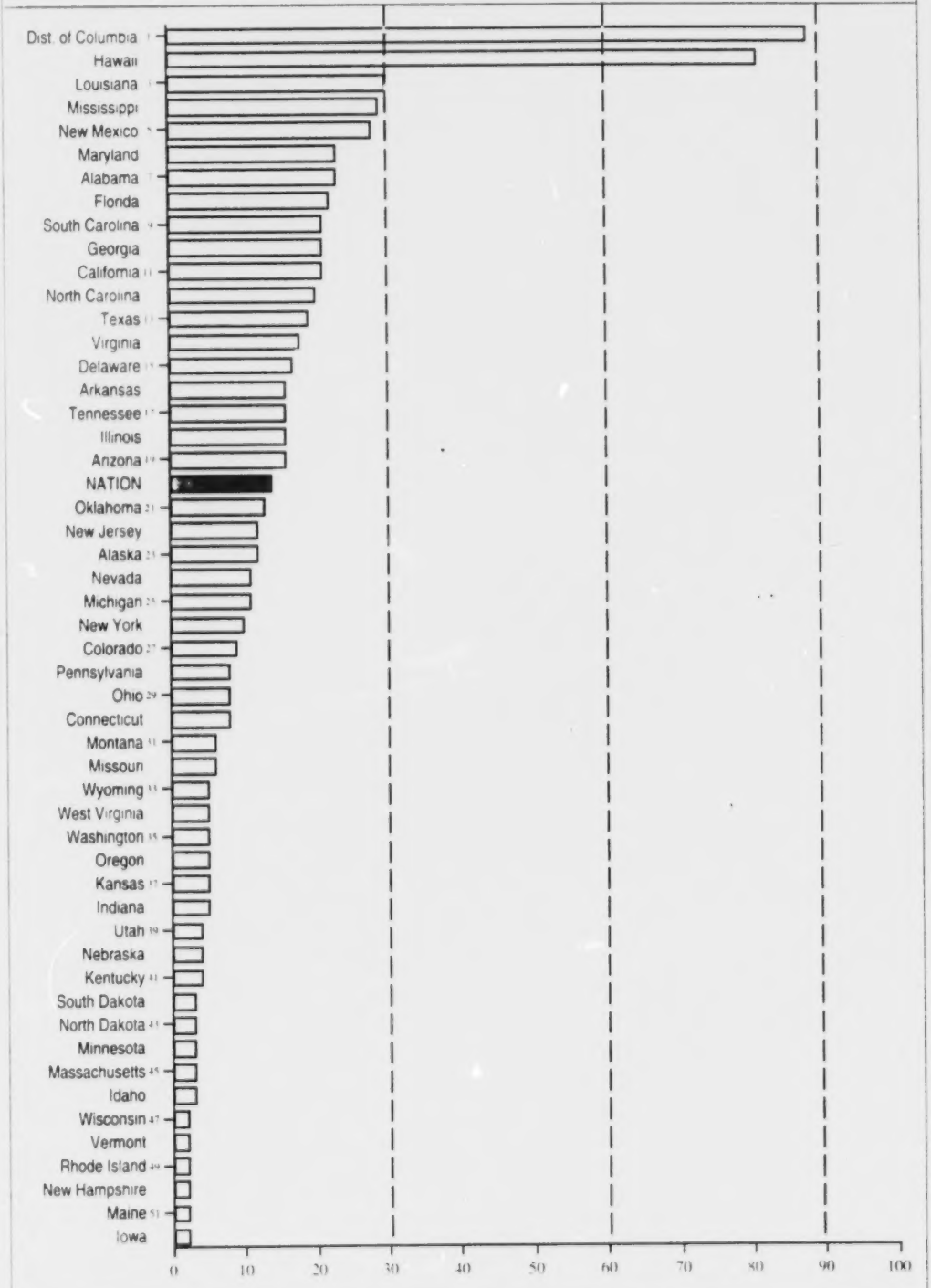
	Public			Nonpublic		
Characteristics	85-86	92-93	93-94	85-86	92-93	93-94
Average Age	39.9	41.9	42.0	36.6	38.1	38.3
Percent Female	63.5	66.9	67.1	77.5	78.8	78.6
Percent Minority	1.2	1.40	1.40	.52	.70	.70
Percent Advanced Degree	29.0	28.0	27.9	16.0	11.9	11.0
Average Total Experience	13.9	15.7	15.8	11.0	11.5	11.6
Average District Experience	10.6	12.0	12.1	5.7	7.0	7.3

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File. (Includes AEA teachers).

Figure 9 compares Iowa to other states and the nation with respect to the percentage of public school teachers classified as minorities. Figure 9 indicates that Iowa is ranked 50th of the 50 states and the District of Columbia. The information shown is for the 1990-91 school year but is the most current information available from the National Center for Education Statistics.

FIGURE 9

PERCENTAGE OF PUBLIC SCHOOL TEACHERS WHO ARE MINORITY, BY STATE: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire), Figure 2.1A.

Teacher Salaries

The average teacher salary for public school teachers in Iowa for 1993-94 was $30,760, as reflected in Table 30. Average salaries for Iowa teachers were 85.5 percent of the national average. Iowa currently ranks 32nd in the nation with respect to average teacher salaries for the 1993-94 school year.

TABLE 30

AVERAGE SALARY OF PUBLIC SCHOOL TEACHERS — 1993-94

	Average Salary
Iowa	$30,760*
Nation	35,958
All Plains States	31,818
Kansas	34,178
Minnesota	36,146
Missouri	30,227
Nebraska	29,564
North Dakota	25,508
South Dakota	25,199

Source: *Estimates of School Statistics*, 1993-94, National Education Association
* Does not include $740 in Phase III funds.

Compared to the average teacher salary for the Plains State Region, Iowa salaries averaged $1,058 less. The range in average salaries for the Plains States Region is nearly $11,000 with Minnesota reporting the highest average and South Dakota the lowest average.

Table 31 reflects information on Iowa average teacher salaries for 1985-86, 1992-93, and 1993-94. Average teacher salaries in Iowa, statewide, have increased from $21,690 in 1985-86 to $30,760 in 1993-94. The range in average teacher salaries across the seven enrollment categories was $9,748 in 1993-94, with teachers from the lowest enrollment districts earning only 70.9 percent of what their counterparts in school districts with enrollments of 2,500-7,499 made. This represents a decrease from 71.9 percent in the 1992-93 school year.

From the base year of 1985-86, average teacher salaries have increased 41.8 percent. Increases ranged from about 39 percent in the largest school districts to more than 45 percent in the smallest school districts.

TABLE 31

AVERAGE SALARY OF FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 1985-86, 1992-93, AND 1993-94

Enrollment Category	Average Salary 1985-86	1992-93*	1993-94*	% Change 85-86 to 93-94
<250	$16,347	$23,579	$23,776	45.4
250-399	17,971	25,286	25,630	42.6
400-599	19,198	26,856	27,369	42.6
600-999	20,079	27,960	28,325	41.1
1,000-2,499	21,616	30,056	30,708	42.1
2,500-7,499	23,835	32,790	33,524	40.7
7,500+	24,041	32,776	33,314	38.6
State	21,690	30,124	30,760	41.8

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File.
*Does not include Phase III funds.

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Principal Characteristics

In the public schools, 1993-94 figures in Table 32 reflect that close to 20 percent of all principals were women. This is more than double the percentage of women principals in 1985-86 and up 1.3 percentage points over the previous year's figures. In the nonpublic schools, the percentage of women principals has decreased from 49.5 percent in 1985-86 to 46.9 percent in 1993-94. The average age of principals has increased slightly since 1985-86 to 47.3 years for public schools and 46.7 percent for nonpublic schools.

Average experience for principals has increased to 22.8 years for public schools and 22.1 years for nonpublic schools. In the public schools, average experience for principals is nearly 7 years higher than for teachers.

In 1985-86, 1.6 percent of public school principals were minorities compared to 2.9 percent in both 1992-93 and 1993-94. The percentage of minority principals in nonpublic schools has increased slightly from zero in 1985-86 to .7 percent in 1993-94.

TABLE 32

CHARACTERISTICS OF FULL-TIME PRINCIPALS— 1985-86, 1992-93, AND 1993-94

	Public			Nonpublic		
Characteristics	1985-86	1992-93	1993-94	1985-86	1992-93	1993-94
Average Age	46.6	47.2	47.3	46.0	47.1	46.7
Percent Female	8.7	18.3	19.6	49.5	44.0	46.9
Percent Minority	1.6	2.9	2.9	0	.7	.7
Percent Advanced Degree	98.9	98.8	97.5	97.7	92.1	86.7
Average Total Experience	21.9	22.6	22.8	21.5	22.1	22.1

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File

Principal Salaries

Table 33 provides information on principal salaries. Average salaries of public school principals for 1993-94 were $49,821 compared to $30,760 for teachers. Salaries for public school principals increased, on average, by 41.1 percent from 1985-86 to 1993-94, compared

TABLE 33

AVERAGE SALARY OF FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1985-86, 1992-93, AND 1993-94

	Average Salary			
Enrollment Category	1985-86	1992-93	1993-94	% Change 85-86 to 93-94
<250	$26,399	$35,868	$37,156	40.7
250-399	28,387	39,353	40,563	42.9
400-599	31,095	41,998	42,671	37.2
600-999	33,428	45,656	46,052	37.8
1,000-2,499	36,427	49,982	51,169	40.5
2,500-7,499	39,465	54,609	55,881	41.6
7,500+	39,584	55,013	56,368	42.4
State	35,313	48,541	49,821	41.1

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File

to an increase of 41.8 percent for public school teachers. Over the previous school year principal salaries increased by 2.6 percent compared to 2.1 percent for teachers. The range in average salaries for principals across the seven enrollment categories was $19,212. Principals employed in school districts with less than 250 students earned only about 66 percent of what their counterparts in the largest districts earned. This represents an even greater variation than average teacher salaries across enrollment categories.

Average salaries for the nation reported by the National Center for Education Statistics are reported in Table 34, along with comparable Iowa salaries. These figures provide a comparison for the 1992-93 school year.

TABLE 34

COMPARISON OF PUBLIC SCHOOL PRINCIPAL SALARIES FOR 1992-93

Classification of Principal	Iowa	Nation	Difference	Iowa as Percent of Nation
Senior High School	$49,939	$63,054	$13,115	79.2
Junior High Middle School	50,166	58,620	8,454	85.6
Elementary School	48,373	54,905	6,532	88.1

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

A comparison of salaries for the 1992-93 school year demonstrates that principal salaries for Iowa are well below the average for the nation for all classifications of principals. Salaries for Iowa public school principals are just under 12 percent below the national average for elementary principals and more than 20 percent below the national average for senior high school principals.

Superintendent Characteristics

Table 35 reflects characteristics of public school superintendents. In 1993-94, 4.4 percent of public school superintendents were women, compared to 1.6 percent in 1985-86 and 3.2 percent in 1992-93. The average age of superintendents has increased slightly from the 1985-86 base year to 50.3 years. Average total experience in education for public school superintendents is just over 25 years compared to 23.6 years in 1985-86 and 24.9 years in 1992-93. Average tenure in districts for superintendents was 7 years in 1993-94 compared to nearly 9 years in 1985-86.

TABLE 35

CHARACTERISTICS OF FULL-TIME SUPERINTENDENTS— 1985-86, 1992-93, AND 1993-94

Characteristics	1985-86	1992-93	1993-94
Average Age	48.7	50.0	50.3
Percent Female	1.6	3.2	4.4
Percent Minority	0	.9	.9
Percent Specialist/Doctorate Degree	1.6	7.4	7.8
Average Total Experience	23.6	24.9	25.1
Average District Experience	8.8	7.6	7.0

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File.

Superintendent Salaries

Table 36 depicts public school superintendent's salaries. Average salaries of public school superintendents in 1993-94 were $60,375 compared to $58,614 during the previous year, up 2.9 percent compared to an increase of 2.6 percent for principals and 2.1 percent for teachers over the same time period. From the base year 1985-86, average salaries have increased 48.3 percent compared to an increase of 41.4 percent for principals and 41.8 percent for teachers. The range in average salaries for superintendents in 1993-94 was $47,584. The average salaries for superintendents in the smallest districts were less than 50 percent of those in the largest districts.

TABLE 36

AVERAGE SALARY OF FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-86, 1992-93, AND 1993-94

Enrollment Category	Average Salary 1985-86	1992-93	1993-94	% Change 85-86 to 93-94
<250	$33,597	$47,334	$46,318	37.9
250-399	34,060	49,110	50,044	46.9
400-599	39,213	53,495	54,784	39.7
600-999	41,482	57,189	58,443	40.9
1,000-2,499	47,288	64,591	66,519	40.7
2,500-7,499	55,110	77,058	78,834	43.0
7,500+	62,235	90,908	93,902	50.9
State	40,710	58,614	60,375	48.3

Source: Iowa Department of Education, Basic Educational Data Survey.

Area Education Agencies (AEA's)

Iowa schools are served by 15 intermediate agencies called Area Education Agencies. The AEA's are charged with providing services to Iowa schools in the areas of special education, media and educational services. More than 2200 certificated staff are employed by the Area Education Agencies. Table 37 depicts selected characteristics of AEA certificated staff.

TABLE 37

CHARACTERISTICS OF FULLTIME CERTIFICATED AEA STAFF 1993-94 SCHOOL YEAR

Percent Men	29.3
Percent Women	70.7
Percent Minority	00.9
Percent staff with advanced degrees	71.1
Average total experience	15.0 years
Average number of contract days	197
Average Age	42.2
Average Salary	$34,822

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File, 1993-94 school year.

The distribution of public school districts, students and certificated public school staff across AEA's is displayed in Table 38.

TABLE 38

DISTRIBUTION OF DISTRICTS, STUDENTS AND CERTIFICATED STAFF BY AEA'S, 1993-94

AEA	Districts		Enrollment		Certificated Staff	
	N	%	N	%	N	%
1	26	6.5	33,964	6.9	2,501	6.8
2	28	7.1	22,039	4.5	1,762	4.8
3	21	5.3	12,905	2.6	1,085	2.9
4	14	3.5	10,430	2.1	801	2.2
5	33	8.3	26,413	5.4	2,199	6.0
6	16	4.0	16,754	3.4	1,310	3.6
7	25	6.3	32,575	6.6	2,185	5.9
9	22	5.5	53,096	10.8	3,722	10.1
10	37	9.3	58,579	11.9	4,327	11.7
11	56	14.1	107,320	21.8	7,969	21.6
12	27	6.8	31,201	6.3	2,322	6.3
13	32	8.1	32,402	6.6	2,486	6.7
14	22	5.5	11,859	2.4	1,025	2.8
15	25	6.3	23,899	4.9	1,857	5.0
16	13	3.3	19,084	3.9	1,343	3.6

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File, 1993-94

Table 39 reflects the number and diversity of Area Education Agency Staff for the 1993-94 school year.

TABLE 39

NUMBER OF AEA CERTIFICATED STAFF BY POSITION, 1993-94

Position	Number
Administrative Assistant	2
Administrator	15
Assistant Dean/Director	13
Clinician (Cert)	325
Clinician (Prof)	6
Consultant	343
Coordinator	75
Department Head	12
Director	42
Educational Strategist	17
Home Intervention PK Teacher	46
Hospital/Home Teacher	6
Instructor/Consultant	46
Integration Teacher	76
Itinerant Teacher	80
Librarian	3
Pre School Teacher	9
Principal	4
Resource Teacher	118
School Audiologist Specialist	7
School Social Worker	167
School Psychologist	294
School Audio Consultant	10
Self-contained Special Education 2.2	147
Self-contained Special Education 3.6	101
SLP (cert)	109
SLP (SPR)	7
Specialist	32
Supervisor	63
Teacher	22
Therapist	44

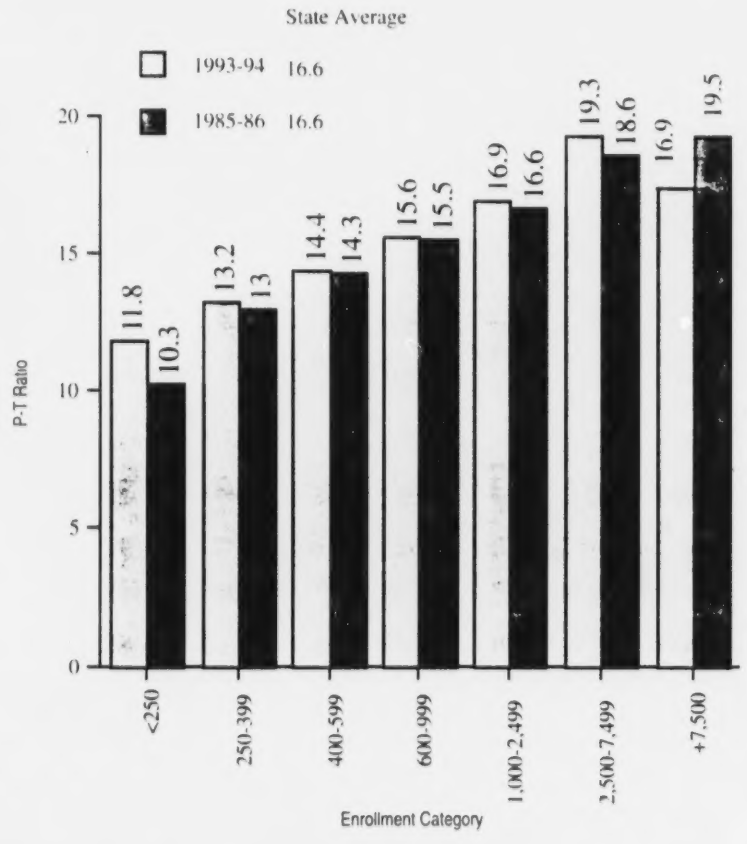
Source: Department of Education, Basic Educational Data Survey, Staff File, 1993-94.

Pupil-Teacher Ratio

As reflected in Figure 10 the statewide average K-12 pupil-teacher ratio of 16.6 has remained unchanged from the base year 1985-86. In 1993-94, as in 1985-86, low pupil-teacher ratios tended to be associated with lower enrollment and higher ratios with higher enrollment districts. The K-12 pupil-teacher ratios for all enrollment categories has generally increased slightly from 1985-86 to 1993-94, except for school districts with enrollments of 7,500 and above, where pupil-teacher ratios have declined.

FIGURE 10

PUPIL-TEACHER RATIOS FOR PUBLIC SCHOOLS 1985-86 AND 1993-94



Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment File.
Note: Pupil-Teacher ratios do not include special education teachers or ungraded special education students.

Instructional Aides

In 1985-86 there were just under 2,700 FTE instructional aides in the public schools. By 1992-93 the number had increased to just over 4,000. For the 1993-94 school year there were 4,425.3 FTE instructional aides. (See Table 40).

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The percentage increase in the number of FTE instructional aides was substantial for all but the smallest size districts. Statewide, the number of FTE aides increased more than 65 percent from 1985-86 to 1993-94.

TABLE 40

INSTRUCTIONAL AIDES IN PUBLIC SCHOOLS 1985-86 AND 1993-94

Enrollment Category	Full-time Equivalent Aides 1985-86	1993-94	% Change in FTE Aides 1985-86 to 1993-94
<250	40.1	45.9	14.5
250-399	124.2	162.0	30.4
400-599	167.5	254.1	51.7
600-999	249.1	494.2	98.4
1,000-2,499	605.9	1,064.0	75.6
2,500-7,499	625.7	1,040.1	66.2
7,500+	856.1	1,365.0	59.4
State	2,668.6	4,425.3	65.8

Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment File.

PROGRAM

Subject Area Units

The average number of units taught for English/language arts, mathematics, science, social studies, and foreign language is reflected in Table 41.

In all subject matter areas the average number of units offered in both the base year, 1985-86, and in 1993-94 exceeded minimum state standards. Figures for 1993-94 reflect that average units were equal to 1992-93 units for all subject matter areas except health and physical education which decreased slightly.

TABLE 41

AVERAGE UNITS TAUGHT BY PUBLIC SCHOOL DISTRICTS

Subject Area	Minimum Unit Standards 1989-90	Average Number Units Taught 1985-86	1992-93	1993-94
English/Language Arts	6	6.9	8.1	8.1
Mathematics	6	7.2	8.1	8.1
Science	5	5.6	6.3	6.3
Social Studies	5	4.9	5.8	5.8
Foreign Language	4*	3.6	5.5	5.5
Health/P. Ed.	2	1.3	2.4	2.2

Source: Iowa Department of Education, Basic Educational Data Survey, Curriculum File.
*A waiver provision is available to districts for foreign language.

Tables 42 and 43 report average curriculum units taught by public school districts during the 1985-86 and 1993-94 school year by enrollment category

TABLE 42

AVERAGE CURRICULUM UNITS TAUGHT BY PUBLIC SCHOOL DISTRICTS — 1985-86

SUBJECT AREA	ENROLLMENT CATEGORY <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
ENGLISH/LANGUAGE ARTS	5.0	5.6	6.3	6.6	8.2	11.4	17.7
MATHEMATICS	6.4	6.4	6.8	7.0	8.0	9.8	12.7
SCIENCE	4.6	4.8	5.2	5.7	6.2	8.1	9.6
SOCIAL STUDIES	4.4	4.7	4.8	5.6	6.5	8.8	4.9
FOREIGN LANGUAGE	2.1	2.3	2.5	3.2	4.9	9.8	14.9

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY

TABLE 43

AVERAGE CURRICULUM UNITS TAUGHT BY PUBLIC SCHOOL DISTRICTS — 1993-94

SUBJECT AREA	ENROLLMENT CATEGORY <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
ENGLISH/LANGUAGE ARTS	6.2	6.7	6.9	7.2	9.1	14.6	21.4
MATHEMATICS	7.0	7.0	7.3	7.6	9.3	12.9	14.2
SCIENCE	5.8	5.5	5.7	6.1	6.6	10.2	11.6
SOCIAL STUDIES	4.9	5.3	5.3	5.5	6.1	9.3	11.0
FOREIGN LANGUAGE*	3.9	4.3	4.1	4.7	6.9	11.3	18.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY
* A WAIVER PROVISION IS AVAILABLE TO DISTRICTS FOR FOREIGN LANGUAGE.

Technology in the Classroom

Information provided by Quality Education Data, Inc. reports that Iowa public school classrooms rate high in the use of computer related technologies. Computer related technologies are defined as CD ROMS, Modems, and LAN'S. Table 44 depicts the number, percent and Iowa's rank with respect to the other 49 states and the District of Columbia.

TABLE 44

IOWA'S RANK IN COMPUTER RELATED TECHNOLOGIES — 1993-94

TECHNOLOGY	NUMBER OF SCHOOL BUILDINGS USING THE TECHNOLOGY	PERCENT OF TOTAL SCHOOL BUILDINGS	RANK (N51)
CD ROM	748	47.8%	2
MODEM	503	33.8%	11
LAN	466	31.3%	9

SOURCE: SUMMARY OF *TECHNOLOGY IN PUBLIC SCHOOLS 1993-94* CENSUS STUDY IN THE CATEGORIES OF COMPUTER RELATED TECHNOLOGY AND OTHER TECHNOLOGIES, QUALITY EDUCATION DATA, INC.

In terms of 'other' technologies, defined as video disc, satellite television and cable television, Iowa also fared well. Table 45 reports the number and percentage of Iowa public schools using 'other' technology.

TABLE 45

IOWA'S RANK IN OTHER TECHNOLOGIES — 1993-94

TECHNOLOGY	NUMBER OF SCHOOL BUILDINGS USING THE TECHNOLOGY	PERCENT OF TOTAL SCHOOL BUILDINGS	RANK (N51)
VIDEODISC	316	21.2%	15
SATELLITE TV	238	16.0%	21
CABLE TV	1,180	79.2%	9

SOURCE: SUMMARY OF *TECHNOLOGY IN PUBLIC SCHOOLS 1993-94* CENSUS STUDY IN THE CATEGORIES OF COMPUTER RELATED TECHNOLOGY AND OTHER TECHNOLOGIES. QUALITY EDUCATION DATA, INC.

Iowa ranks ninth in the use of cable television in the classroom, fifteenth in the use of videodisc technology and twenty-first in the use of satellite television.

The Iowa Department of Education annually collects information from Iowa schools on the use of telecommunications for instruction. The survey defines telecommunications as narrowcast communications through systems that are directed towards a narrowly defined audience and include interactive communications. "Interactive is defined in the survey as "provide at a minimum, one-way video two-way audio communications."[1]

Table 46 reports the frequency of courses offered in Iowa public schools via telecommunications. The three most frequently offered courses include mathematics, 12.5 percent; health, 13.6 percent; and sociology, 11.4 percent. Statewide more than 2,500 individual courses were offered to students through the use of telecommunications.

TABLE 46

FREQUENCY OF IOWA PUBLIC SCHOOL COURSES OFFERED VIA TELECOMMUNICATIONS — 1992-93

COURSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ASTRONOMY	13	0.5	13	0.5
BEHAVIOR SP/PSYCH	234	9.3	247	9.8
CALCULUS	167	6.6	414	16.4
COMPUTER-SOC ST	3	0.1	417	16.6
CONSUMER ECON	61	2.4	478	19.0
DEBATE	8	0.3	486	19.3
FRENCH I	107	4.2	593	23.5
FRENCH II	111	4.4	704	27.9
FRENCH III	101	4.0	805	32.0
FRENCH IV	87	3.5	892	35.4
GENERAL MATH I	316	12.5	1,208	48.0
HEALTH I	343	13.6	1,551	61.6
JAPANESE II	10	0.4	1,561	62.0
JAPANESE I	14	0.6	1,575	62.5
JOURNALISM	128	5.1	1,703	67.6
LATIN I	8	0.3	1,711	67.9
LATIN II	6	0.2	1,717	68.2
LIT - OTHER	179	7.1	1,896	75.3
MODERN PROB	119	4.7	2,015	80.0
NORWEGIAN I	1	<0.1	2,016	80.0
PROB & STAT	79	3.1	2,095	83.2
RUSSIAN I	20	0.8	2,115	84.0
RUSSIAN II	16	0.6	2,131	84.6
RUSSIAN III	11	0.4	2,142	85.0
RUSSIAN IV	6	0.2	2,148	85.3
RUSSIAN V	1	<0.1	2,149	85.3
SCIENCE	17	0.7	2,166	86.0
SOCIAL STUDIES	66	2.6	2,232	88.6
SOCIOLOGY	287	11.4	2,519	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, TELECOMMUNICATIONS FILE, 1992-93.

[1]An annual waiver may have been granted by the Department for a telecommunications system that did not include two-way audio.

Table 47 displays the categories of origination sites which provide courses to Iowa schools. Nearly 80 percent of the courses provided to Iowa schools originate from Iowa LEA's and Community Colleges while the remaining courses are provided by out-of-state sites.

TABLE 47

TELECOMMUNICATIONS COUSES OFFERED IN 1992-93 BY ORIGINATION SITE

ORIGINATION SITE	NUMBER	PERCENT
IOWA LEA'S	996	40.0
IOWA COMMUNITY COLLEGES	957	38.4
OUT-OF-STATE	539	21.6
TOTAL	2,492*	

SOURCE: IOWA DEPARTMENT OF EDUCATION. BASIC EDUCATIONAL DATA SURVEY. TELECOMMUNICATIONS INSTRUCTION FILE. 1992-93.
*27 AREAS HAD MISSING ORIGINATION SITE INFORMATION AND ARE NOT INCLUDED.

Expenditures for Computer Hardware and Software

Table 48 reports expenditures for computer hardware and software for Iowa public school districts. Iowa schools reported expendiutres of nearly $5.6 million for computer software and about $14.6 million for computer hardware. Software expenditures varied arcoss individual school districts from zero to $678,143. Hardware expenditures varied across districts from zero to $846,747. On the average, software and hardware per pupil expenditures, according to figures from the Certified Annual Financial Report for the 1992-93 school year, showed expenditures of $11 per pupil and $29 per pupil repectively.

TABLE 48

1992-93 SCHOOL YEAR EXPENDITURES AND PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE*

ENROLLMENT CATEGORY	NUMBER OF DISTRICTS	TOTAL ENROLLMENT	SOFTWARE				HARDWARE			
			TOTAL SPENT	MINIMUM	MAXIMUM	PER PUPIL	TOTAL SPENT	MINIMUM	MAXIMUM	PER PUPIL
<250	43	8,655	$60,854	$0	$27,323	$7	$247,130	$0	$64,687	$29
250-399	69	22,269	$495,810	$0	$109,603	$22	$559,662	$0	$55,455	$25
400-599	101	50,239	$862,632	$0	$114,665	$17	$1,465,400	$0	$102,339	$29
600-999	95	71,790	$1,532,911	$0	$256,542	$21	$2,086,644	$0	$104,833	$29
1,000-2,499	78	120,017	$628,758	$0	$49,639	$5	$3,669,430	$0	$376,978	$31
2,500-7,499	23	91,205	$1,424,633	$0	$678,143	$16	$3,672,978	$3,029	$598,283	$40
7,500+	9	131,166	$575,639	$0	$224,572	$4	$2,860,836	$0	$846,747	$22
STATE	418	495,341	$5,581,237	$0	$678,143	$11	$14,562,080	$0	$846,747	$29

SOURCE: IOWA DEPARTMENT OF EDUCATION CERTIFIED ANNUAL FINANCIAL REPORT, 1992-93. (PER PUPIL" BASED ON CERTIFIED ENROLLMENT).
*INCLUDES ADMINISTRATIVE, INSTRUCTIONAL, AND ALL OTHER SOFTWARE AND HARDWARE PURCHASED.

Per pupil expenditures for computer software and computer hardware did not appear to vary according to district enrollment category.

FINANCE

Introduction

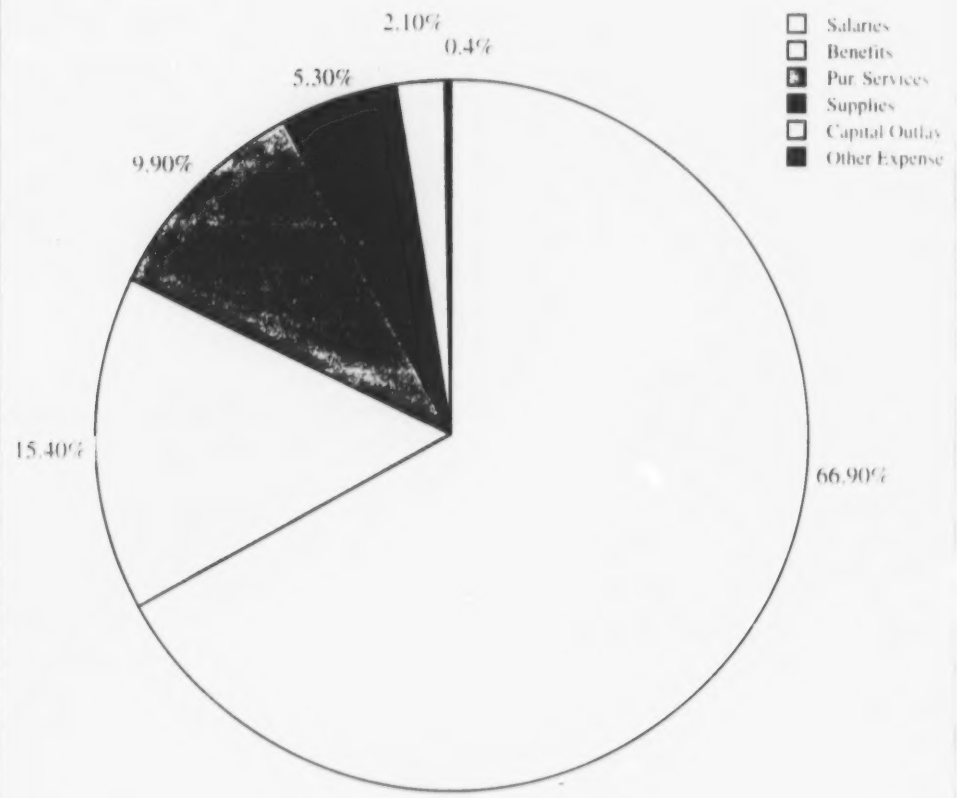
The major funding sources for Iowa school districts and Area Education Agencies are state aid and local property taxes. Budgets are student driven. Budgets are generated through a formula which basically involves multiplying the number of students times a district cost-per-pupil. Budgets are guaranteed at the previous year's level for those districts with enrollment declines. A district has a certain amount of local discretion in increasing its budget through board action or through community referendum. Area Education Agencies, on the other hand receive funding from "flow-through" funds from the school districts.

Object Category Expenditures

Object categories in the general operating fund include the following: 1) salaries; 2) benefits; 3) purchased services; 4) supplies; 5) capital outlay; and 6) other expenses. For the 1992-93 school year the distribution is reported in Figure 11.

FIGURE 11

DISTRIBUTION OF OBJECT CATEGORY EXPENDITURES — 1992-93



SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1992-93

Table 49 compares object category expenditures for 1992-93 with the previous year and with the base year, 1985-86. Object category expenditures as a percentage of total operating fund expenditures, in general, have remained in a narrow range across the period. The one exception is employee benefits, which averaged just under 13 percent in 1985-86 and has increased to more than 15 percent in 1992-93.

TABLE 49

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES 1985-86, 1991-92, 1992-93

OBJECT CATEGORY	YEAR 1985-86 PERCENT	1991-92 PERCENT	1992-93 PERCENT
SALARIES	68.1	67.7	66.9
BENEFITS	12.9	15.1	15.4
PURCHASED SERVICES	9.9	9.7	9.9
SUPPLIES	5.7	4.8	5.3
CAPITAL OUTLAYS	2.6	1.9	2.1
OTHER EXPENSES	.8	.6	.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1992-93.

Object category expenditures are also displayed in Table 50 for districts by enrollment categories.

TABLE 50

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES BY ENROLLMENT CATEGORY — 1992-93

OBJECT CATEGORY	ENROLLMENT CATEGORY <250	250-399	400-599	600-999	1,000-2,499	2,500-6,499	7,500+
SALARIES	55.1	60.2	64.8	65.1	68.3	68.6	68.3
BENEFITS	11.8	13.0	13.8	14.6	14.9	15.7	17.4
PURCHASED SERVICES	24.1	17.9	12.4	10.8	8.6	8.4	8.1
SUPPLIES	5.8	6.4	6.3	6.4	5.7	4.4	4.5
CAPITAL OUTLAY	2.1	2.3	2.3	2.8	2.3	2.4	1.3
OTHER EXPENSES	1.1	.3	.4	.3	.2	.6	.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1992-93.

Expenditures for salaries and benefits expressed as a percentage of total operating fund, in general, increased with increases in enrollment categories. On the other hand, expenditures for purchased services decreased with increases in district enrollment categories.

Operation and Maintenance

Table 51 reflects expenditures for operation and maintenance for 1985-86, 1991-92, and 1992-93. The 1992-93 expenditures for operation and maintenance, expressed as a percentage of operating funds represented an average expenditure statewide of 9.2 percent. This figure is down slightly from 1991-92, but down markedly from the 12.2 percent figure for the base year 1985-86. The percentage of expenditures for operation and maintenance across time reflects that higher percentages are associated with larger districts and lower percentages with smaller districts.

TABLE 51

OPERATION EXPENDITURES AND MAINTENANCE EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES — 1985-86, 1991-92, 1992-93

ENROLLMENT CATEGORY	YEAR 1985-86 PERCENT	1991-92 PERCENT	1992-93 PERCENT
<250	10.9	8.5	8.8
250-399	11.3	8.5	8.4
400-599	11.3	8.6	8.5
600-999	12.1	9.0	9.2
1,000-2,499	11.7	9.3	9.4
2,500-7,499	12.4	9.9	9.7
7,500+	13.3	10.6	10.8
STATE AVERAGE	12.2	9.6	9.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1992-93.

Administrative Expenditures

As reported in Table 52, administrative expenditures in 1992-93 decreased slightly from the previous year and are down from an average of 10.2 percent statewide in the base year of 1985-86. Administrative expenditures, as a percentage of operating fund are higher for smaller districts than for larger districts and reflect decreases with each successively larger enrollment category.

TABLE 52

ADMINISTRATIVE EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES — 1985-86, 1991-92, 1992-93

ENROLLMENT CATEGORY	YEAR 1985-86 PERCENT	1991-92 PERCENT	1992-93 PERCENT
<250	13.0	13.0	11.8
250-399	12.0	12.7	12.6
400-599	11.9	11.9	12.0
600-999	10.6	10.7	10.7
1,000-2,499	10.2	9.9	9.7
2,500-7,499	9.6	9.2	9.0
7,500+	8.9	8.6	8.1
STATE AVERAGE	10.2	10.0	9.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1992-93.

Instructional Expenditures

Table 53 reports that on the average, public school districts spent 68.9 percent of their operating fund for instruction in 1992-93 compared to 68.3 percent in 1991-92 and 65.3

percent in 1985-86. Average expenditures across enrollment categories varied by approximately 2 percentage points. Average expenditures for all enrollment categories were about 3 to 4 percentage points greater in 1992-93 than in the base year 1985-86.

TABLE 53

INSTRUCTIONAL EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND EXPENDITURES — 1985-86, 1991-92, 1992-93

ENROLLMENT CATEGORY	YEAR 1985-86 PERCENT	1991-92 PERCENT	1992-93 PERCENT
<250	64.4	67.6	69.0
250-399	63.8	66.9	67.4
400-599	64.6	67.6	68.1
600-999	63.9	67.7	67.8
1,000-2,499	65.6	68.8	69.0
2,500-7,499	66.5	68.9	69.5
7,500+	65.7	68.2	69.6
STATE AVERAGE	65.3	68.3	68.9

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1992-93.

State Aid

Since the 1988-89 school year, the percent of total general fund appropriations being spent on education has, in general, shown steady increases. Table 54 reflects these percentages from 1981-82 through 1994-95. Increases are due to three factors: 1) Educational Excellence Program (1987-1988); 2) Instructional Prepayment Program (1991- 1992); and 3) an increase in the foundation level (1992-1993).

TABLE 54

TOTAL GOVERNMENT APPROPRIATIONS (IN MILLIONS)

YEAR	STATE AID TO DISTRICTS	GENERAL FUND APPROPRIATIONS	PERCENT
1994-95	$1,362.0	$3,621.3	37.6
1993-94	1,325.4	3,508.1	37.8
1992-93	1,273.1	3,405.6	37.4
1991-92	1,185.4	3,180.3	37.3
1990-91	1,147.7	3,130.9	36.7
1989-90	1,047.8	2,858.6	36.7
1988-89	964.1	2,690.9	35.8
1987-88	905.7	2,447.1	37.0
1986-87	761.1	2,190.2	34.8
1985-86	712.3	2,126.3	33.5
1984-85	708.5	2,088.6	33.9
1983-84	660.3	1,976.6	33.4
1982-83	642.3	1,869.1	34.4
1981-82	621.0	1,771.9	35.0

SOURCE: IOWA DEPARTMENT OF MANAGEMENT.

Property Taxes

Table 55 reflects property taxes levied to support the state foundation formula for education. Also shown in the table is the impact of credit on decreasing property taxes and increasing state aid. Tax credits subtracted from property taxes levied include credits for agricultural land, family farms, livestock, and the school portion of homestead and personal property.

TABLE 55

PROPERTY TAX REVENUES GENERATED FOR THE SCHOOL FOUNDATION FORMULA (IN MILLIONS)

YEAR	PROPERTY TAXES	PROPERTY TAXES LESS CREDITS
1994-95	$822.0	$725.2
1993-94	793.5	696.7
1992-93	781.1	684.3
1991-92	757.0	670.4
1990-91	741.0	651.2
1989-90	718.3	632.5
1988-89	705.4	619.6
1987-88	721.0	601.9
1986-87	751.7	636.4
1985-86	724.3	612.5
1984-85	700.4	597.5
1983-84	680.2	563.2
1982-83	664.0	543.6
1981-82	635.6	518.9

SOURCE: IOWA BUDGET REPORT.

Income Surtaxes

Beginning in the 1991-92 school year, the use of income surtaxes, as a local source of revenues for school districts, has increased substantially. Budgeted amounts expected to be collected from income surtaxes are reflected in Table 56, along with the percent increase from the prior year.

TABLE 56

INCOME SURTAXES

YEAR	INCOME SURTAX IN MILLIONS	PERCENT INCREASE
1994-95	$18.8	9.9
1993-94	17.1	5.6
1992-93	16.2	30.6
1991-92	12.4	122.5
1990-91	5.5	77.4
1989-90	3.1	6.9
1988-89	2.9	52.6
1987-88	1.9	

SOURCE: ANNUAL AID AND LEVY WORKSHEETS.

Total Elementary and Secondary Budgets

More than $2.5 billion in revenues was budgeted by local school districts for the 1994-95 school year. Table 57 reports amounts and percent by source of funds. All general fund sources and schoolhouse fund sources, except for debt retirement are included.

Seventy-seven percent of school revenue is generated through the basic funding formula, which includes regular program, guarantee, supplemental weighting and special education.

About 4.6 percent of the $2.532 billion in revenue will be used to support Area Education Agency operations. Miscellaneous income includes revenues anticipated by local school districts. The largest portion of these is expected state payments for the Educational Excellence Program.

TABLE 57

1994-95 BUDGET DETAIL

SOURCE OF FUNDS	AMOUNT	PERCENT*
REGULAR PROGRAM	$1,753,811,980	69.2
GUARANTEE AMOUNT	4,381,678	0.2
SUPPLEMENTARY WEIGHTS	19,864,718	0.8
SPECIAL EDUCATION	162,567,474	6.4
AEA MEDIA	15,683,971	0.6
AEA ED SERVICES	17,299,531	0.7
AEA SPECIAL EDUCATION	84,282,126	3.3
TAG SBRC	12,080,424	0.5
DROPOUT SBRC	18,227,687	0.7
INSTRUCTIONAL SUPPORT	71,284,400	2.8
EDUCATIONAL IMPROVEMENT	237,787	—
ENRICHMENT	215,740	—
PHYSICAL PLANT AND EQUIPMENT	33,587,064	1.3
67.5 CENT SCHOOL HOUSE	23,541,756	0.9
MANAGEMENT LEVY	35,627,822	1.4
PLAYGROUND	1,211,109	—
MISCELLANEOUS		
STATE	94,582,321	3.7
FEDERAL	68,080,839	2.7
MISCELLANEOUS TAX	3,253,172	0.1
MISCELLANEOUS AEA	11,364,400	0.4
LOCAL	28,191,813	1.1
TUITION RECEIVED	63,007,474	2.5
TRANSPORTATION RECEIVED	1,663,911	0.1
INVESTMENT INCOME	8,807,940	0.3
TOTAL	$2,532,857,137	

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, SCHOOL BUDGET MASTER FILE.
*MAY NOT SUM TO 100 PERCENT DUE TO ROUNDING.

INTRODUCTION

> *It is the mission of Iowa community colleges to offer quality programs, courses and services to meet the different community interests, student abilities and personal objectives of citizens of all ages and levels of education for the purpose of improving the quality of life, the economic conditions and the public welfare of our state.*
>
> IOWA COMMUNITY COLLEGE MISSION STATEMENT ADOPTED BY THE COMMUNITY COLLEGES AND INCLUDED IN *A STRATEGIC PLANNING PHILOSOPHY*, 1990.

Access, quality, and responsiveness; these three concepts are the foundation upon which the community colleges' mission was developed and the principles which guide their growth and development.

FACTS

> *Community colleges have emerged as the nation's fastest growing segment of education.*
>
> JOHN NAISBITT, FUTURIST

All Iowans are provided geographic accessibility to higher education through Iowa's 15 community college districts, which operate 29 major attendance centers.

Community colleges are locally governed by an elected board of trustees representing the residents of the district.

All community colleges offer curricula in arts and sciences, vocational/technical and occupational education, and adult and continuing education .

94.5 percent of community college students enrolled in the fall of 1994 were Iowa residents as compared with 73.1 percent at the regents universities, and 55.7 percent at all two- and four-year independent colleges and universities. (Source: *Iowa College and University Enrollment*, University of Iowa).

84.0 percent of community college alumni, with known addresses, were Iowa residents as compared with 45.3 percent at the regents and 46.9 percent at all independents as of the fall of 1993. (Source: Iowa College Student Aid Commission).

33.3 percent of all credit students enrolled in Iowa colleges and universities in the fall of 1994 were enrolled in community colleges. (Source: *Iowa College and University Enrollment*, University of Iowa).

49.8 percent (17,216) of the new freshmen in Iowa colleges and universities were enrolled at public community colleges in the fall of 1994. (Source: *Iowa College and University Enrollment*, University of Iowa).

20,056 community college students were enrolled in vocational/technical programs, and 36,078 in arts/sciences programs in the fall of 1994. (Source: Iowa Department of Education).

Over five percent of community college students enrolled in the fall of 1993 were minorities, compared with 3.1 percent of the total population of the state. (Source: Iowa Department of Education, 1990 Census).

47,765 Iowans enrolled in adult basic education/high school completion programs offered by Iowa's community colleges during the 1994 fiscal year. (Source: Iowa Department of Education).

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5,234 high school equivalency General Educational Development (GED) diplomas were awarded through community college-sponsored programs during the 1993 calendar year. (Source: Iowa Department of Education).

The total enrollment in continuing education during the 1994 fiscal year was 564,557. Of this number, 443,884, were in business and industry training and 120,713 in continuing education. (Source: Iowa Department of Education). (This is not an unduplicated count).

Among community college students enrolled in credit programs in the fall of 1994, 41.5 percent were male and 58.5 percent were female. (Source: Iowa Department of Education).

880 vocational/technical career preparatory programs offered by Iowa's 15 community college districts provide a myriad of choices for students. (Source: Iowa Department of Education).

The total expenses incurred by community colleges in fiscal year 1994 were $232 million. General state aid received by the community colleges was $111 million, or 48 percent of the total; down from 49.6 percent in fiscal year 1992. (Source: Iowa Department of Education).

$1,252.80 was the average annual resident tuition charge for 12 credit hours in 1994-95. This equals 55 percent of the average tuition charged by the regents universities. (Source: Iowa Department of Education).

Since 1980, the cost per full-time equivalent enrollment in Iowa's community colleges has increased by 59.5 percent. At the same time, the consumer price index has increased by 79.4 percent. (Source: Iowa Department of Education).

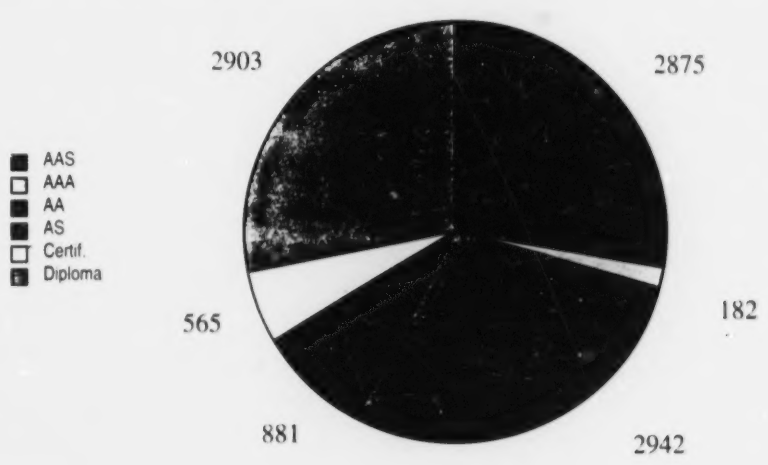
STUDENT ACHIEVEMENT

Degrees/Awards Granted

Community college students completing credit programs are awarded certificates, diplomas, or one of five types of degrees. Students completing Arts and Sciences programs receive the Associate in Arts, Associate in Science, or Associate in General Studies. Students completing vocational programs are awarded certificates, diplomas, or one of two degrees; the Associate in Applied Arts or the Associate in Applied Science.

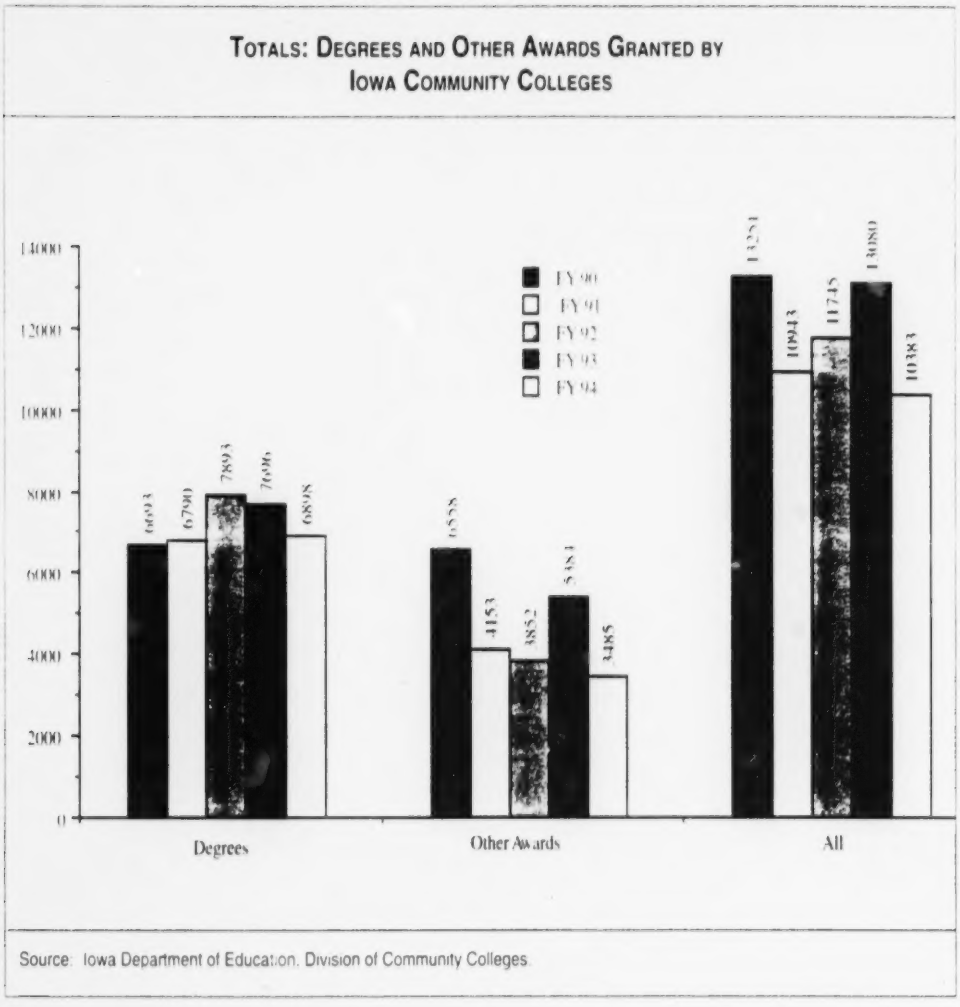
FIGURE 12

AWARDS GRANTED BY IOWA COMMUNITY COLLEGES — 1993-94



Source: Iowa Department of Education, Division of Community Colleges.

FIGURE 13



Source: Iowa Department of Education, Division of Community Colleges.

The total number of awards granted decreased significantly from fiscal year 90 (1989-90 school year) to fiscal year 91, and rose again in fiscal 92 and 93. Declining enrollment is not an explanation as enrollment has risen constantly from Fiscal Year 1990 to Fiscal Year 1993. One possible explanation is students shifting from shorter certificates and diplomas programs to longer degree programs, in order to gain additional skills for employment in a tight job market. Another factor is the addition of liberal arts programs to community college offerings. As institutions added arts and sciences curricula, students who would have otherwise chosen shorter vocational programs opted for longer arts and sciences programs.

The number of awards granted rose again from Fiscal Year 1991 to Fiscal Year 1993 as enrollments continued to rise and as, presumably, students who switched from shorter to longer programs completed their education. In Fiscal Year 1994 the number again dropped. It is felt that this drop is due to an improved job market with students taking employment and changing from full- to part-time status.

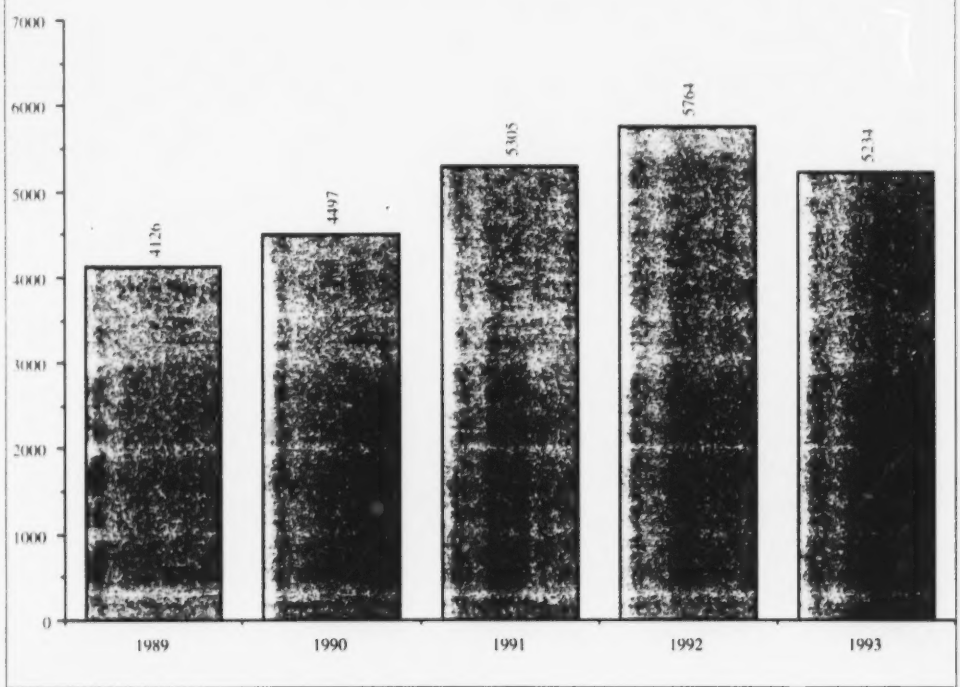
Number of High School Equivalency Diplomas Awarded

All community colleges in the state offer High School Equivalency courses to prepare students for the General Educational Development (GED) tests, a series of five standardized

examinations leading to a state-awarded High School Equivalency diploma. Since 1966, over 134,000 Iowa adults have earned this diploma.

FIGURE 14

HIGH SCHOOL EQUIVALENCY AWARDS GRANTED BY IOWA COMMUNITY COLLEGES



Source: Iowa Department of Education, Division of Community Colleges.

The drop in High School Equivalency diplomas awarded from 1992 to 1993 is a testimony to the effectiveness of the program in Iowa. As the number of Iowans without a high school diploma or equivalency diploma continues to decrease, the need for the program is expected to decrease markedly in the next few years.

Another option offered by several community colleges is an adult high school diploma program in which students accumulate credits by taking traditional high school-level courses. The students may transfer credits to their home high school, or, in some cases, they may receive an adult high school diploma from the community college.

Economic Development

Businesses and industries across Iowa have joined in partnership with the community colleges to deliver training and basic skills to their employees. Since 1983, community colleges have become the dominant role-player in the delivery of economic development services throughout the state of Iowa. All training and retraining resulting from state initiatives is conducted through community colleges. One of those state initiatives, the Industrial New Jobs Training Act, has resulted in the creation of more than 49,000 new jobs.

All fifteen community colleges in Iowa are well equipped to handle training needs of business and industry and can respond quickly to their requests for specific classes.

ENROLLMENTS

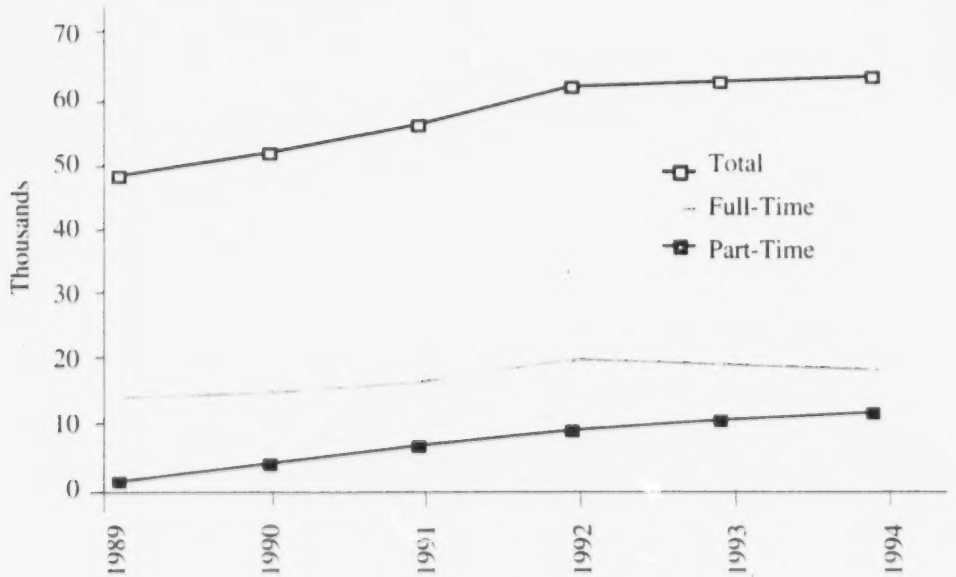
Fall Term Enrollment

Although community college enrollments have continued to increase annually, the rate of increase has slowed over the past two years. The increase has been primarily in Liberal Arts and Sciences, a 27 percent increase from the fall term of 1989 to the fall term of 1994, largely due to the addition of Arts and Sciences by the final four technical colleges. Other areas have remained fairly constant over the same period. The slowing of the overall rate of increase is felt to be due to a generally improving economy with more employment opportunities.

The following information shows fall term enrollment in credit programs. Each student is counted only once, even though he/she may have dropped one program and entered another. Arts and Sciences programs are designed to prepare students who transfer to four-year institutions. College Parallel-Career Option programs prepare students in vocational and technical areas and give them the option of seeking immediate employment or transferring to four-year colleges and universities. Vocational-Technical programs prepare students to enter employment directly. High School Cooperative programs are jointly administered by the community college and the secondary school and taught in the high school for high school credit.

FIGURE 15

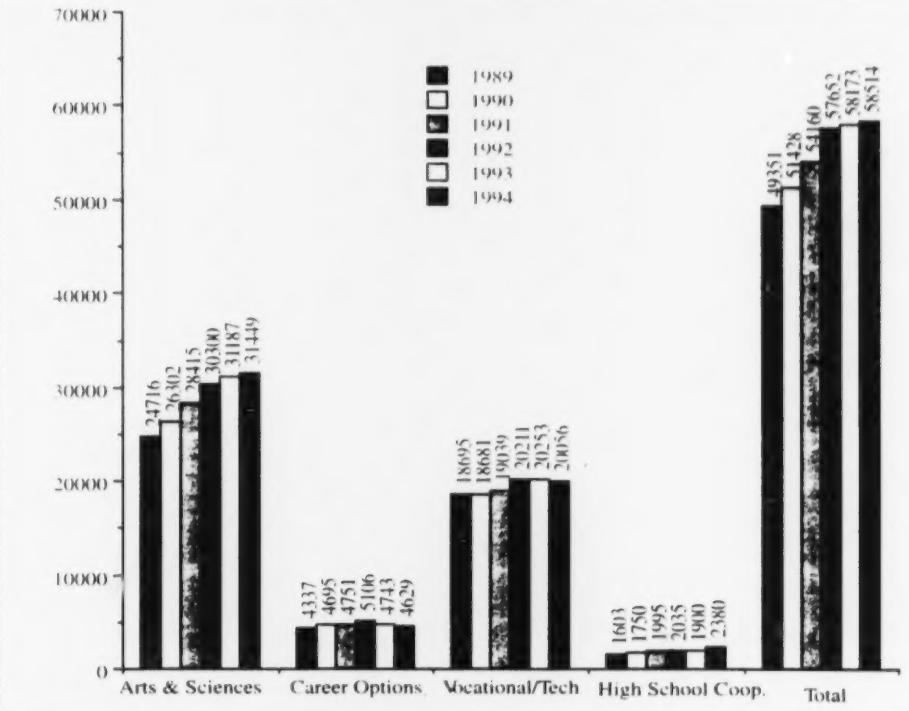
IOWA COMMUNITY COLLEGE FALL TERM ENROLLMENT IN CREDIT PROGRAMS
FULL-/PART-TIME



Source: Iowa Department of Education, Division of Community Colleges.

FIGURE 16

IOWA COMMUNITY COLLEGE FALL TERM ENROLLMENT BY DIVISIONS



Source: Iowa Department of Education, Division of Community Colleges.

Full-Time and Part-Time Enrollments

Traditionally, credit programs were designed for full-time enrollment students and non-credit programs for the part-time student. Iowa's community colleges have been challenged by the larger numbers of students pursuing credit programs on a part-time basis. Provisions for these students have been made through flexible class scheduling in more traditional daytime programs and evening/weekend programs specifically tailored to the part-time student who cannot attend during traditional daytime hours.

Figure 15, fall term enrollments; full-/part-time, illustrates the steady increase in part-time enrollments. The continuing rise over the past two years when full-time enrollments have actually decreased, confirms the idea that part-time enrollments are less effected by a better economy and job market.

Number of People Served

Community colleges reach the greatest numbers of people in the community through programs which do not lead directly to a degree, diploma, or certificate. Vocational supplementary programs such as training to prepare employed people for career advancement in their field, were pursued by over 444,000 people during the 1993-94 school year. Last school year a total of 663,000 people were served by community college programs other than the traditional Arts and Sciences and Vocational/Technical programs. The following information shows the total number of people who enrolled in the community colleges over the past four years. It is possible for a person to be counted more than once in a year if that person finished or dropped one program and entered another.

TABLE 58

TOTAL NUMBER OF PERSONS SERVED BY IOWA COMMUNITY COLLEGES

	FY 90	FY 91	FY 92	FY 93	FY 94
Arts & Sciences	47,707	49,521	53,217	52,660	51,767
Vocational/Technical-Preparatory	42,417	45,910	34,733	28,928	31,053
Totals	90,124	95,431	87,950	82,985	82,820
Other Programs					
Vocational/Technical-Supplementary	346,674	404,800	430,483	429,960	444,512
Adult Basic Ed/High School Completion	44,874	46,725	47,091	45,431	47,765
Secondary Jointly Administered	2,022	1,261	2,133	2,321	4,019
Developmental Education*			23,281	43,018	34,829
Continuing and General Education	50,182	50,520	51,288	51,520	55,134
Continuing Ed. - Avocational/Recreational	67,091	65,813	66,210	70,194	65,579
Postsecondary Enrollment Option**		763	1,092	1,598	2,178
Economic Development	7,475	12,351	8,023	7,103	9,979
Totals	518,318	582,233	629,601	651,145	663,995
Total All Programs	608,442	677,664	717,551	732,733	746,815

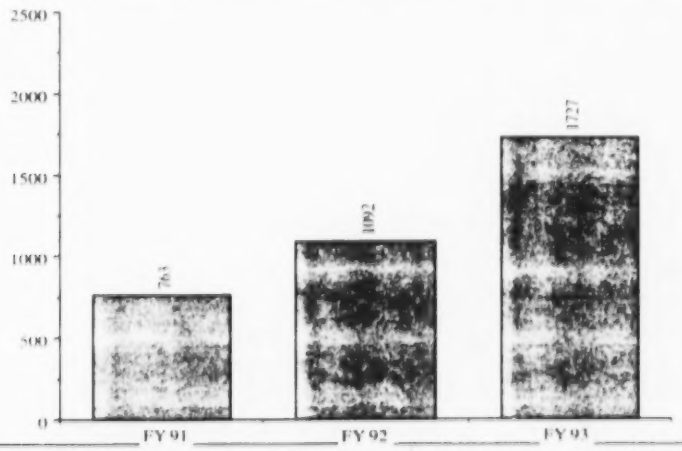
Source: Iowa Department of Education, Division of Community Colleges.
*Not reported separately until Fiscal Year 1992.
**Not reported until Fiscal Year 1991.

Postsecondary Enrollment Options

Iowa community colleges continue to take advantage of Iowa's Postsecondary Enrollment Options Act to provide greater opportunities to area high school students. Secondary students have the opportunity to take college-level courses, taught by college faculty. The growing popularity of this program is shown by a 185 percent increase in student enrollments through community colleges from Fiscal Year 1991 to Fiscal Year 1993.

FIGURE 17

POSTSECONDARY ENROLLMENT OPTIONS
STUDENTS SERVED BY IOWA COMMUNITY COLLEGES



Source: Iowa Department of Education, Division of Community Colleges.

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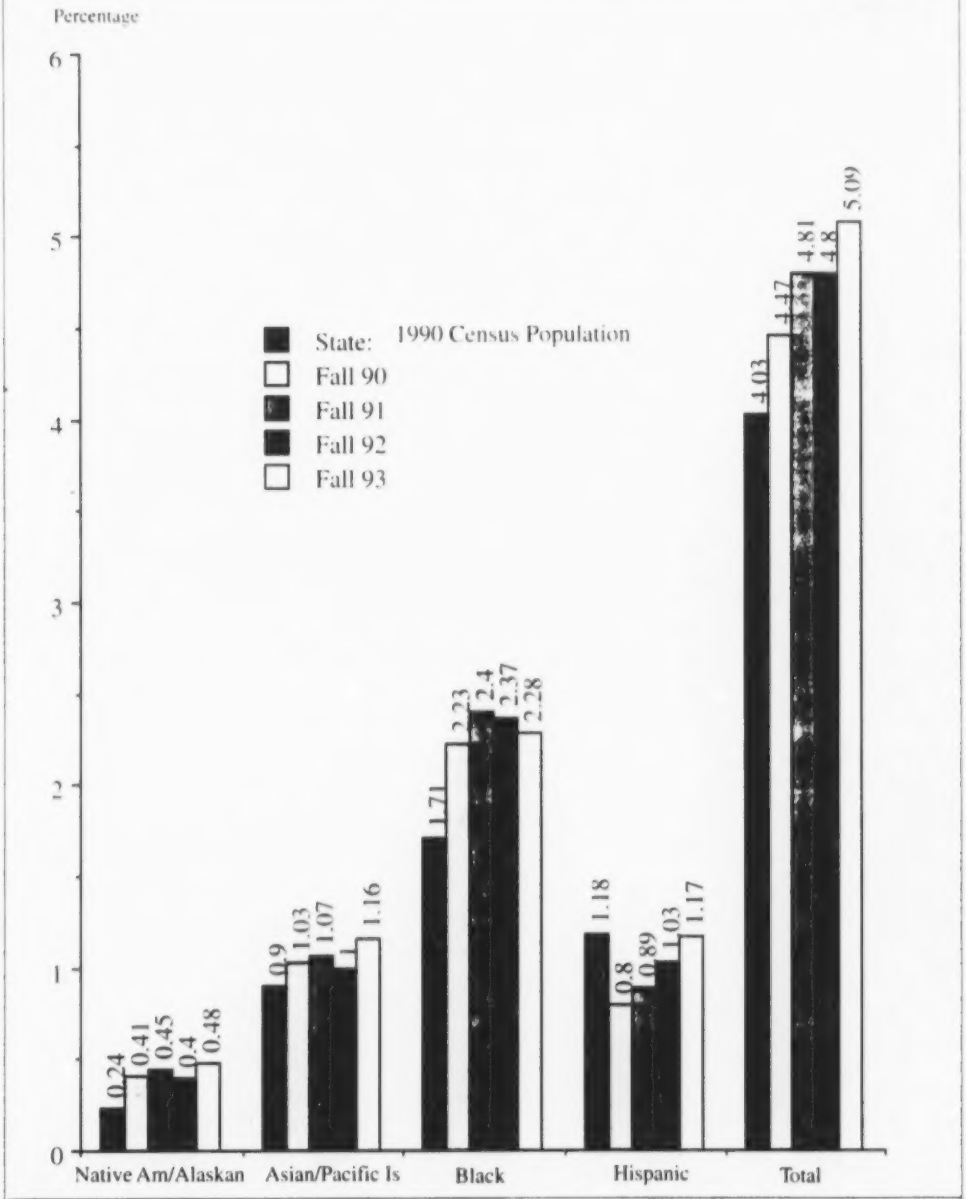
Learner Characteristics

Community college students are truly representative of Iowa's population. Minority enrollment continues to increase with a greater percentage of minority students than in the Iowa general population. Women comprise 58 percent of students enrolled in credit programs and last year (Fiscal Year 1994) received 63 percent of all awards granted.

FIGURE 18

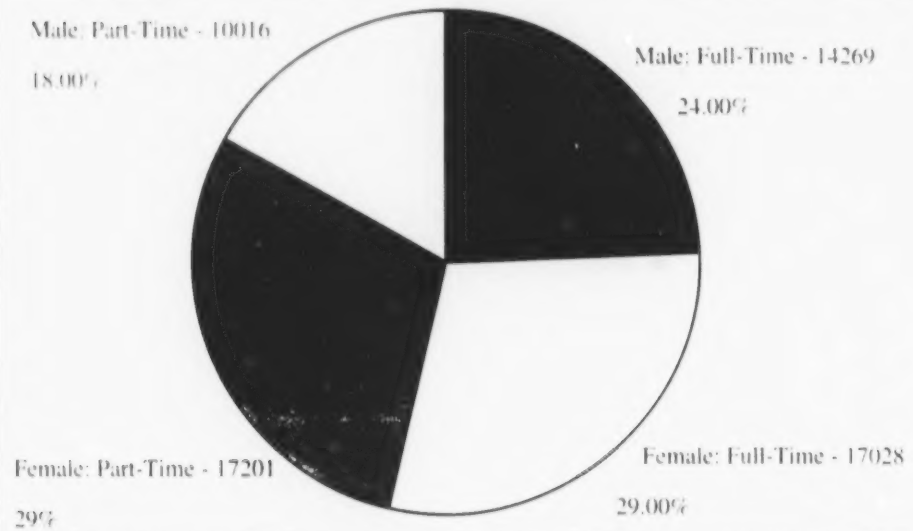
MINORITY ENROLLMENTS IN IOWA COMMUNITY COLLEGES



Source: Iowa Department of Education and U.S. Census Bureau.

FIGURE 19

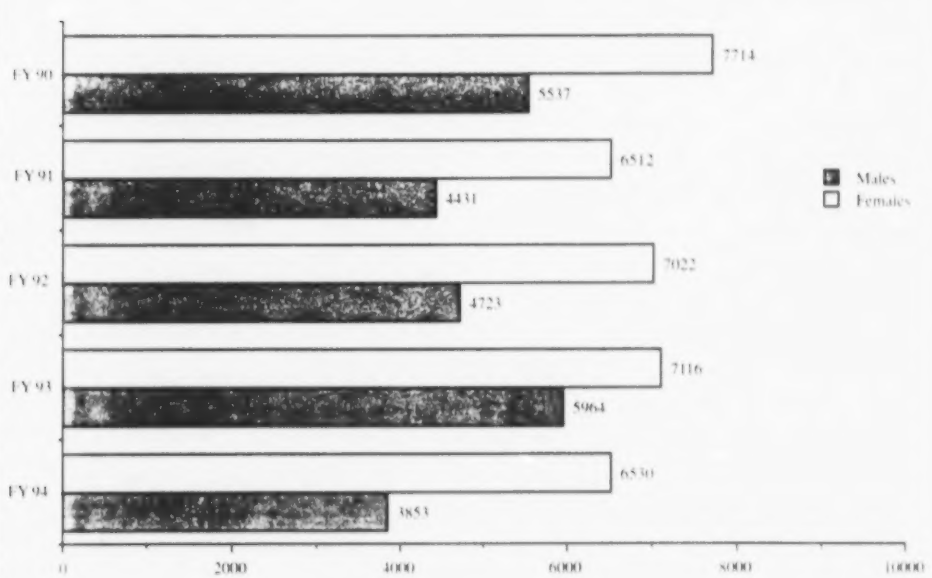
IOWA COMMUNITY COLLEGE 1994 FALL TERM ENROLLMENT CREDIT PROGRAMS



Source: Iowa Department of Education, Division of Community Colleges.

FIGURE 20

IOWA COMMUNITY COLLEGE AWARDS GRANTED BY GENDER



Source: Iowa Department of Education, Division of Community Colleges.

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PROGRAMS

Community College Programs

A broad gamut of programs are offered across the state. Some are offered at most community colleges, while other, highly specialized programs might be available on only one or two campuses. In Fiscal Year 1994, 314 different programs were offered in Iowa's community colleges. Counting the multiple locations for many programs, a total of 880 different program offerings were available.

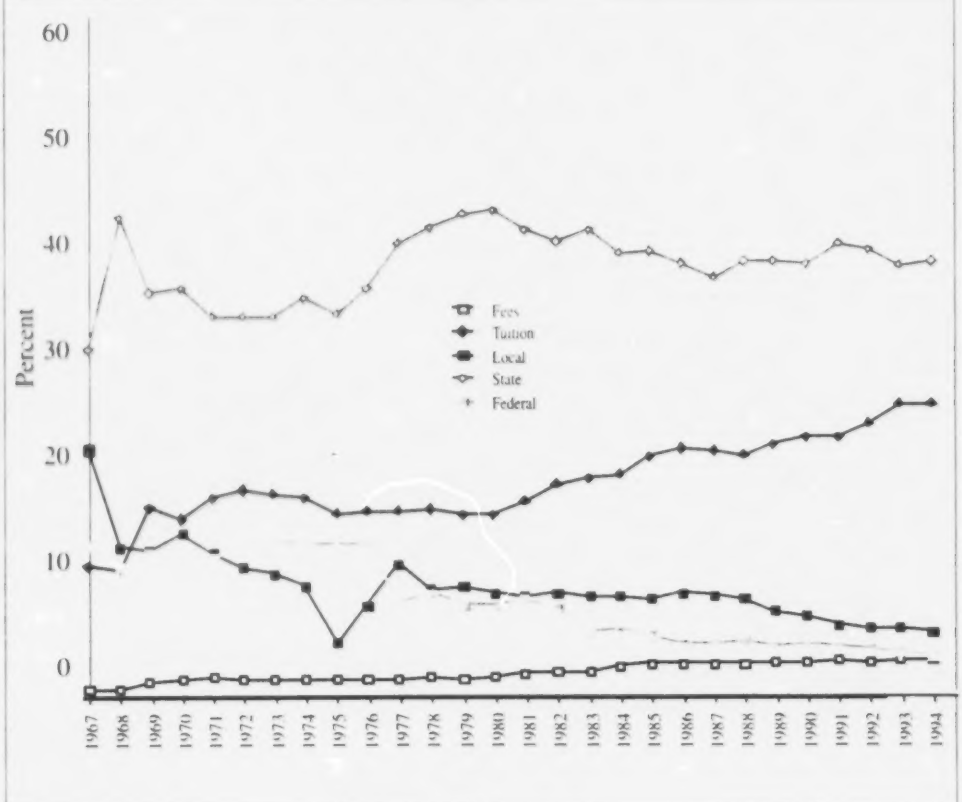
Finance

The primary funding sources for community colleges are state appropriations and student tuition. While increasing each year in dollar amount, state aid has decreased in the percent of the budget covered, dropping from 55.3 percent in Fiscal Year 1980 to 49.3 percent in Fiscal Year 1994. Over the same period, the portion covered by tuition has increased from 21.7 percent to 32.9 percent. Revenue from other outside sources, federal aid and local property taxes, has also steadily decreased in percent of budget while student fees have increased. The percent of the budget received from students, tuition and fees, has more than doubled (from 14.2 percent to 36.3 percent) since the community college system was founded in 1967.

Expenditures in all categories have risen at approximately the same rate over the last several years. The percent of the budget each accounts for has remained relatively constant.

FIGURE 21

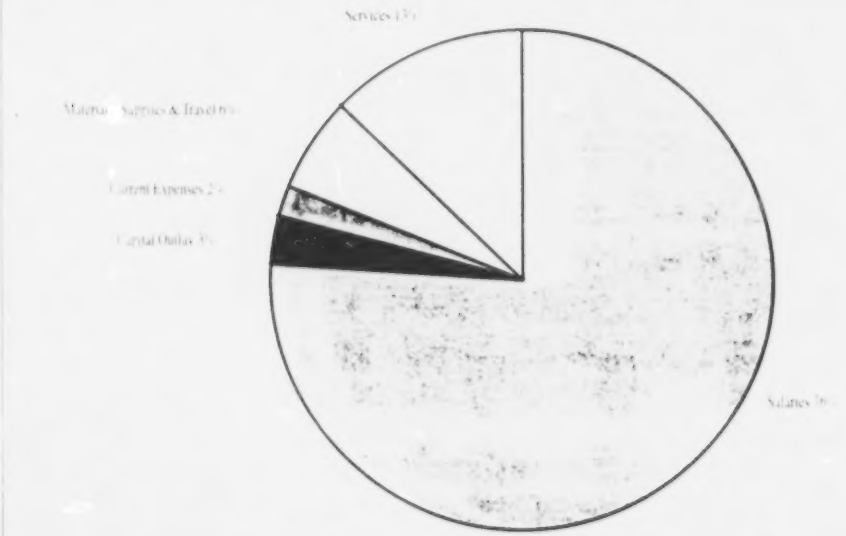
PERCENT OF REVENUE BY SOURCE FOR IOWA COMMUNITY COLLEGES



Source: Iowa Department of Education, Division of Community Colleges

FIGURE 22

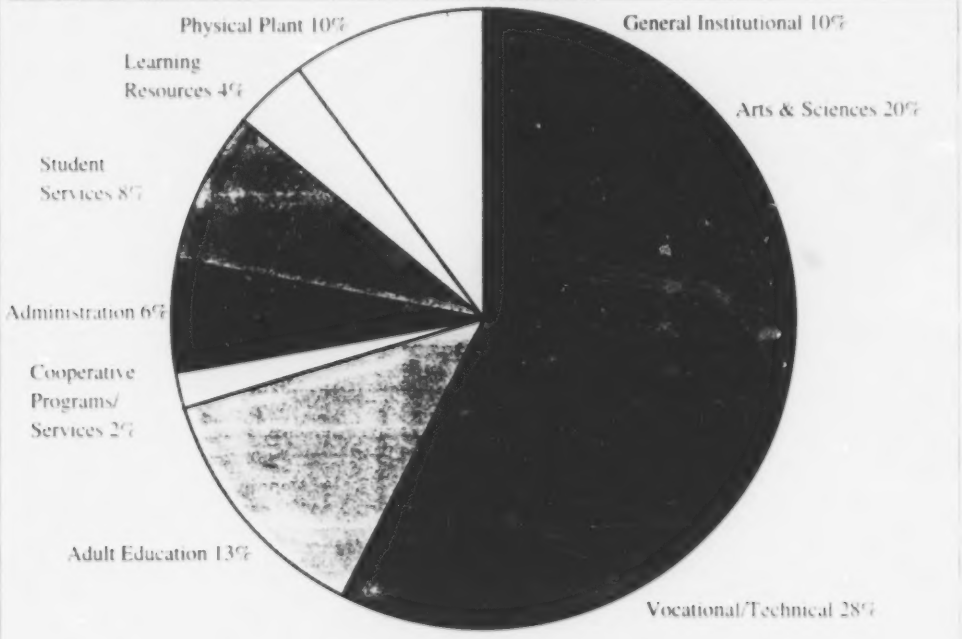
IOWA COMMUNITY COLLEGE EXPENDITURES BY CATEGORY — FISCAL YEAR 1994



Source: Iowa Department of Education, Division of Community Colleges.

FIGURE 23

IOWA COMMUNITY COLLEGE EXPENDITURES BY FUNCTION — FISCAL YEAR 1994



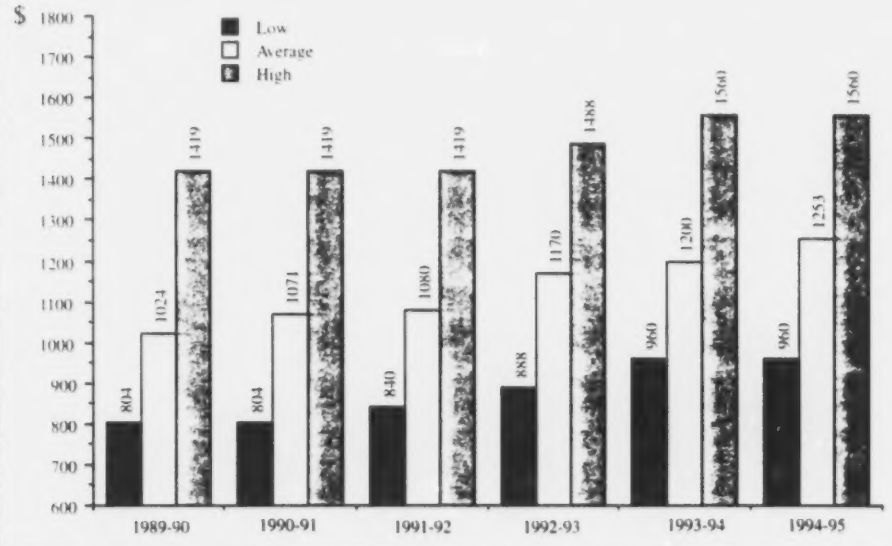
Source: Iowa Department of Education, Division of Community Colleges.

Tuition

Average tuition charges at Iowa's community colleges have increased 22 percent over the past six years. While colleges are attempting to keep tuition low, in times when other resources are not increasing at the same rate as expenses, tuition increases are the only option a college has to maintain revenue levels.

FIGURE 24

IOWA COMMUNITY COLLEGES TUITION PER YEAR - IOWA RESIDENT*



Source: Iowa Department of Education, Division of Community Colleges.
*Based on 12 credit hours per term.

Financial Aid

Table 59, shows the number of financial aid awards received by Iowa community college students. The number of students enrolled in credit programs for those years is also shown for a comparison. Some students received more than one award.

TABLE 59

FINANCIAL AID AWARDED TO IOWA COMMUNITY COLLEGE STUDENTS

	87-88		88-89		89-90		90-91		91-92		92-93	
	Awards	$*	Awards	$*	Awards	$*	Awards	$*	Awards	$*	Awards	$*
Non-repayable Aid**	30,753	26.5	33,712	31.6	37,171	34.7	39,427	36.7	41,939	41.3	46,894	45.4
Loans	13,259	21.9	13,911	22.8	14,346	27.0	14,713	30.3	16,707	36.9	17,868	40.1
Employment***	4,038	2.0	3,819	2.4	4,391	2.6	4,452	2.7	4,662	2.8	4,348	3.0
Total	48,050	$50.3	51,442	56.8	55,908	64.4	58,592	69.7	63,308	81.0	69,110	88.5
Students	44,938		47,374		49,351		51,428		54,160		57,652	

Source: Iowa Student Aid Commission.
*Millions of Dollars Awarded.
**Non-Repayable Aid includes grants and scholarships.
*** Employment includes work-study programs.

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INTRODUCTION

1994 National Education Goals

There need be no mystery about the quality of education in the year 2000. Education in the year 2000 depends upon our actions in each of the todays and tomorrows until the end of this century. What we do and do not do, not some uncontrollable chain of events, will determine the fate of education.

Windfred L. Godwin, President
Goals for Education Challenge 2000, 1988

The National Education Goals, adopted by the nation's Governors and the President in 1989, establish a framework for action. American students are just as capable of high academic performance as children and youth everywhere, but the standards to which they have been held are below those of our most important competitors. Likewise, many other countries are now approaching the same level of access to secondary and post secondary education as we have achieved, while providing deeper content and higher standards.

National Education Goals Report, 1992

The National Education Goals Panel has identified eight goals for American schools. This is an updating from the original six education goals. These include school readiness, school completion, school achievement and citizenship, teacher education and professional development, mathematics and science, adult literacy and lifelong learning, safe, disciplined, and alcohol- and drug-free school, and parental participation. For each of the goals, direct and indirect measures or indicators of progress toward attainment have been developed. This has been accomplished through a panel, utilizing experts from across the nation. Baseline data generally established from 1990 has enabled updates to be used for comparisons to assess the progress toward meeting the goals. No measures for Goal 8 - Parental Participation - have yet been established. A sizeable number of states produce a goals report to reflect their progress. Iowa has incorporated the National Education Goals in the Iowa Code. Iowa Code §256.37(1993).

GOAL 1

School Readiness

By the year 2000, all children in America will start school ready to learn.

Child health and nutrition, family-child activities, and children's preschool experiences are among early environmental conditions and characteristics related to later school performance.

Family Income

The estimated percent of Iowa's population who reported incomes below the poverty level in 1992 was 11.1 percent. The poverty guidelines applicable to the 1992 data are updated annually and are based upon family size and income. For example, a family of four with an annual income at $14,800 or below was considered to be at the poverty level. The percentage

of Iowans at the poverty level continued to remain similar over the last several years as indicated in Table 60. The table also shows that these percentages represent a decline from the early to mid 1980's.

TABLE 60

PERCENT OF IOWANS AT OR BELOW THE POVERTY LEVEL - 1981 THROUGH 1992

1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
14.5%	15.0%	14.9%	14.6%	14.2%	12.7%	10.7%	11.0%	11.2%	11.2%	11.4%	11.1%

Source: Iowa Department of Revenue

Children's Health and Nutrition

Information provided in the 1994 National Goals Report relative to children's health index states that Iowa "has reduced the percentage of infants born with two or more health development risks" from baseline (1990) to their most recent update (1992), or from 15 percent to 14 percent, see Table 61. The percentage of no-risk births increased as well by one percent during the same period of time. The one or more risks category showed a decline of one percent. Figure 25 shows the comparative breakdown according to risks.

Other measures of children's health and nutrition shown in Table 61 were the number of births per 1,000 by birthweight categories and the number of mothers per 1,000 by trimester of prenatal care. The number of mothers who received their first prenatal care in the first trimester of pregnancy increased while first care during the second trimester declined. There was a slight increase in third trimester prenatal care on this measure.

Low birthweight babies when compared to normal weight babies are significantly more likely to experience various handicapping conditions and to require special education services or be recommended for grade retention.

The measure on birthweight indicates a slight reduction in births above 5.5 pounds and a corresponding increase for births between 3.3 and 5.5 pounds. The below 3.3 pounds category remained constant. These results correspond to low birth weight data for 1986, 1992, and 1993 obtained from the Iowa Department of Public Health. (See Table 62).

TABLE 61

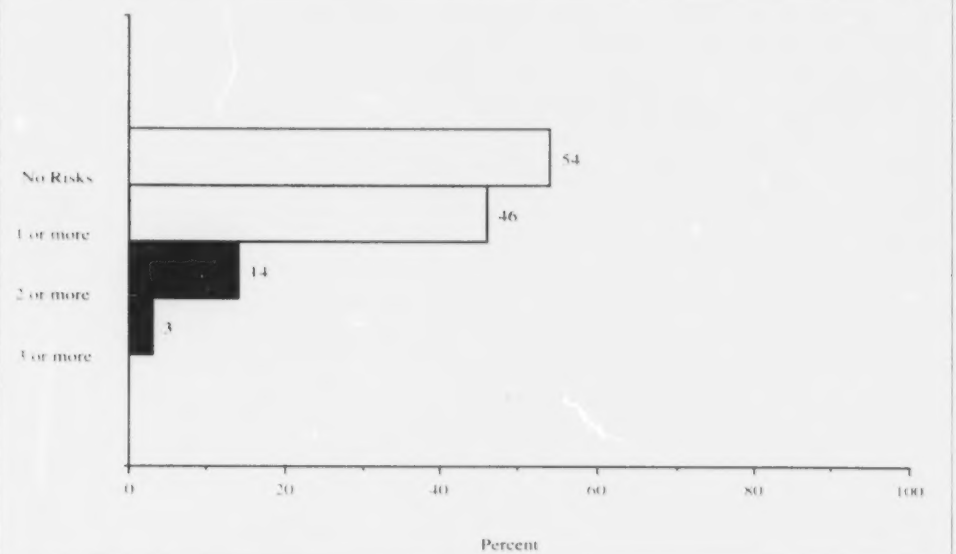
CHILDREN'S HEALTH AND NUTRITION

Number of births per 1,000	**1990**	**1991**
a) at or above 5.5 pounds	946	943
b) between 3.3 and 5.5 pounds	45	48
c) below 3.3 pounds	9	9
Number of mothers per 1,000 receiving first prenatal care during:	**1990**	**1991**
a) first trimester of pregnancy	848	856
b) second trimester of pregnancy	128	120
c) third trimester of pregnancy or never	23	24
Percentage of infants born in the state with one or more of the following health risks:	**1990**	**1991**
• late (in third trimester) or no prenatal care		
• low maternal weight gain (less than 21 pounds)		
• three or more older siblings		
• mother smoked during pregnancy		
• mother drank alcohol during pregnancy		
• closely spaced birth (within 18 months of previous birth)		
a) no risks	53%	54%
b) 1 or more risks	47%	46%
c) 2 or more risks	15%	14%
d) 3 or more risks	3%	3%

Source: National Goals Panel, *National Goals Education Report*, 1994.

FIGURE 25

CHILDREN'S HEALTH INDEX
PERCENTAGE OF INFANTS BORN IN IOWA WITH ONE OR MORE HEALTH RISKS[1] (1991)



Source: National Goals Panel, *National Education Goals Report*, 1994.
[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Table 62 indicates a small increase in the percent of low birthweight babies from 1992 to 1993. It also indicates an increase from the base year of 1986.

TABLE 62

IOWA LOW BIRTHWEIGHT[1] RATES AS A PERCENT OF ALL RESIDENT LIVE BIRTHS

Year	Percent
1986	5.3
1992	5.7
1993	5.8

Source: *Reinventing Common Sense Indicators of Well-Being for Iowa Children*, Iowa Kids Count, 1986, 1992. Iowa Department of Health, Vital Records and Statistics, 1993.
1 Low birthweight is defined as any birth under 5 pounds or 2500 grams.

TABLE 63

IOWA BIRTHS TO UNMARRIED TEENS AS A PERCENT OF RESIDENT LIVE BIRTHS

Year	Percent
1986	5.5
1992	8.0
1993	8.5

Source: *Reinventing Common Sense Indicators of Well-Being for Iowa Children*, Iowa Kids Count, 1986, 1992. Iowa Department of Health, Vital Records and Statistics, 1993.

The birth of infants to unmarried teens suggests the growth in the number of children in families less equipped to provide all of the developmental support for school readiness. Table 63 indicates births to unmarried teens increased by .5 percent from 1992 to 1993. The increase from the base year of 1986 to 1993 is three percentage points.

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Early Childhood Education

Since 1989, Iowa has made a major commitment to prevention of school failure by funding grants for innovative educational programs for young children and families, considered to be "at risk." Grants are awarded to public school districts, non-profit agencies and Head Start programs. Table 64 shows the total amount of grant funds and the number of programs funded from 1989 through 1993-94.

TABLE 64

EARLY CHILDHOOD PROGRAMS AND GRANTS[1]

Year	Number of Programs	Funding Level
1989-90	24	$1.2 million
1990-91	51	$4.6 million
1991-92	79	$5.75 million
1992-93	78	$5.34 million
1993-94	79	$5.34 million

Source: Iowa Department of Education, Office of Support for Families and Children, Early Childhood Development Program
[1] Includes only pre-kindergarten programs.

Iowa Head Start

Iowa Head Start serves approximately 5,800 children in 300 communities in cooperation with 18 agencies. The Head Start Program is present in 98 of 99 counties. The program serves three and four-year olds in traditional preschool settings. Some centers provide programming for migrant children, infants and toddlers, and children with special needs. The Iowa Head Start Collaboration grant is one of 22 federal and state grants awarded.

Kindergarten Program

An increase of 149 Iowa districts from 1983 to 1994 offering all-day, everyday, two semester kindergarten programs indicates a recognition of the importance of the kindergarten experience. See Table 65.

TABLE 65

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS OFFERING ALL-DAY, EVERYDAY, TWO SEMESTER KINDERGARTEN PROGRAMS

Year	Number of Districts
1983-84	93
1994-95	242

Source: Iowa Department of Education, Office of Educational Support for Families and Children, Early Childhood Development.

Child Development Coordinating Council

The Iowa Child Development Coordinating Council provides a funding level of $120,000 for three family resource centers in Iowa. By 1995, all child development programs must meet national accreditation for Education of Young Children programs. In 1994-95, 54 of 67 Iowa programs serving three- and four-year olds were accredited as exemplary programs.

GOAL 2

School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Dropouts

Although successful completion of high school will not guarantee employment, not having a high school diploma or equivalent will most certainly create more difficulty for the individual in seeking employment and will impact annual and lifetime earnings potential.

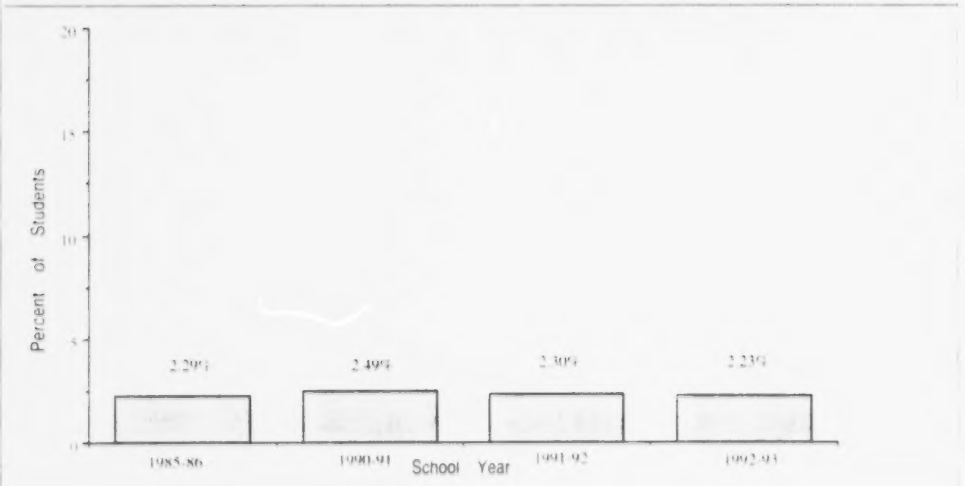
According to the U.S. Census Bureau in *More Education Means Higher Career Earnings*, **Statistical Brief**, August 1994, about four-fifths of American adults aged 25 and over had at least completed high school. Furthermore, the relationship between more education and higher income was reviewed. The average annual earnings for persons aged 18 and over were $12,809 for non-high school graduates and $18,737 for high school graduates. It was estimated that high school dropouts would make $600,000 during their lifetime (1992 dollars). Completing high school would add another $200,000 to their lifetime income.

Dropout Rate

Iowa's overall dropout rate for public school students has remained relatively constant over the past few years, 2.5 percent in 1990-91, 2.3 percent in 1991-92 and 2.2 percent in 1992-93 (See Figure 26). In the 1992-93 school year just under 4,800 students from grades seven through twelve dropped out of Iowa's public schools.

FIGURE 26

IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12



Source: Iowa Department of Education, Basic Educational Data Survey

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In terms of ethnic groups, African Americans accounted for 9.3 percent of all dropouts and represented only 2.6 percent of the student enrollment. Hispanics represented 4.3 percent of all dropouts while accounting for only 1.4 percent of enrollment. Asians and Native Americans accounted for 2.8 percent and 1.6 percent of dropouts respectively while comprising 1.4 percent and .3 percent of the enrollment respectively. (See Table 66).

TABLE 66

NUMBER AND PERCENT OF PUBLIC SCHOOL DROPOUTS BY ETHNIC GROUP — 1992-93

Ethnic Group	Number of Dropouts	Percent of Dropouts	Percent of 7-12[1] Enrollment
White	3,914	82.1%	94.2%
African American	444	9.3%	2.6%
Hispanic	203	4.3%	1.4%
Asian	133	2.8%	1.4%
American Indian	74	1.6%	.3%

Source: Iowa Department of Education, Basic Educational Data Survey.
[1]May not sum to 100 due to rounding.

In terms of enrollment category, districts with enrollments of 2,500 and above accounted for 63.4 percent of all dropouts while composing only 44.4 percent of the 7-12 enrollment. Dropout rates were lowest in the smallest enrollment categories and increased with each successive increase in enrollment category. (See Table 67).

TABLE 67

TOTAL PUBLIC SCHOOL DROPOUTS BY ENROLLMENT CATEGORY - 1992-93

Enrollment Category	Grade Level 7	8	9	10	11	12	Total Dropouts	%* of Total Dropouts	%* of Enroll. 7-12	Drop-Out Rate
State	11	30	797	1,185	1,453	1,292	4,768	100.0	100.0	2.23
<250	0	1	2	6	6	8	23	5	1.4	.75
250-399	0	1	12	26	31	20	90	1.9	4.7	.89
400-599	1	3	22	41	69	86	222	4.7	10.5	.99
600-999	2	4	40	80	130	114	370	7.8	14.6	1.19
1,000-2,499	1	7	131	248	349	304	1,040	21.8	24.5	1.98
2,500-7,499	0	0	101	255	275	299	930	19.5	19.5	2.23
7,500+	7	14	489	529	593	461	2,093	43.9	24.9	3.93

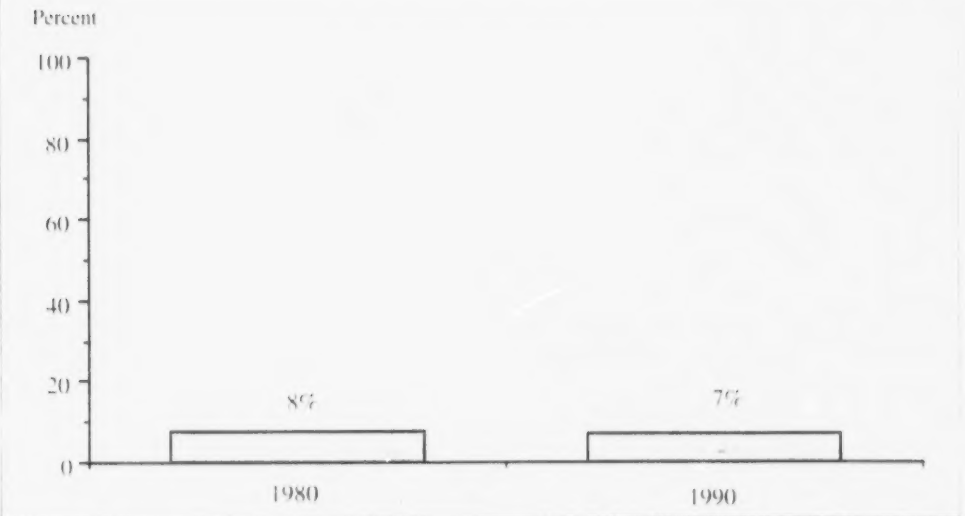
Source: Iowa Department of Education, Basic Educational Data Survey.
*Percents may not sum to total because of rounding.

In terms of grade levels, the largest percentage of dropouts were from grade 11, 30.5 percent; followed by 27.1 percent from grade 12; and 24.9 percent from grade 10. Less than one percent of the total dropouts were from grades 7 and 8 combined.

Another measure of high school dropouts includes the percentage of all 16 to 19 year-olds without a high school diploma or alternative credential. Figure 27 shows that using this measure, Iowa displayed a drop of one percentage point over the decade from 1980 to 1990 in high school dropouts.

FIGURE 27

PERCENTAGE OF IOWA 16-19[1] YEAR OLDS WITHOUT A HIGH SCHOOL CREDENTIAL[2] — 1980-1990



Source: National Goals Panel. *National Education Goals Report*. 1994
[1]Does not include those still in high school.
[2]Includes traditional high school diploma and alternative credential.

GED

The General Education Development (GED) Certificate provides the means for persons who do not earn a traditional high school diploma to earn its equivalent. The tests, which must be completed successfully, consist of general knowledge and skill development in writing, social studies, science, mathematics, literature, and the arts. As indicated in Table 68 the number of GED diplomas issued to Iowa 16-20 year olds has shown a gradual increase over the years. Since 1988, a 53 percent increase in the number of diplomas has occurred.

TABLE 68

GED DIPLOMAS ISSUED TO IOWA 16-20 YEAR OLDS

Year	Number
1988	1,577
1989	1,777
1990	2,082
1991	2,284
1992	2,375
1993	2,412

Source: Iowa Department of Education. High School Equivalence (GED)

GOAL 3

Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Mathematics

Table 69 and Figures 28 and 29 illustrate the percentage of Iowa public school students who scored at the proficient or advanced level in NAEP mathematics as defined by the National Assessment Governing Board. In 1992, 27 percent of grade 4 students scored at this level. Progress registered for grade 8 students is indicated on this measure with 37 percent meeting the standard in 1992 an increase of 7 percentage points over 1990. Iowa's eighth grade students are compared with the three highest achieving nations in Figure 29. Internationally, 41 percent of Taiwan students scored at the proficient or advanced level in mathematics compared to 37 percent of students from Iowa and Korea. One third of the Switzerland students scored at the proficient or advanced level.

TABLE 69

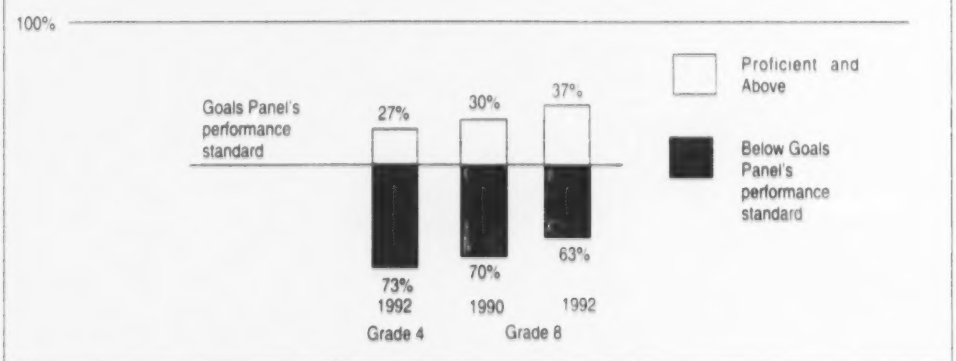
PERCENTAGE OF IOWA PUBLIC SCHOOL STUDENTS WHO SCORED AT THE PROFICIENT OR ADVANCED LEVEL IN MATHEMATICS

	Percentage	
	1990	1992
Grade 4		27%
Grade 8	30%	37%

Source: National Goals Panel, *National Education Goals Report*, 1994.

FIGURE 28

PERCENTAGE OF PUBLIC SCHOOL STUDENTS WHO MET THE GOALS PANEL'S PERFORMANCE STANDARD IN MATHEMATICS — 1990-1992



Source: National Goals Panel, *National Education Goals Report*, 1994.

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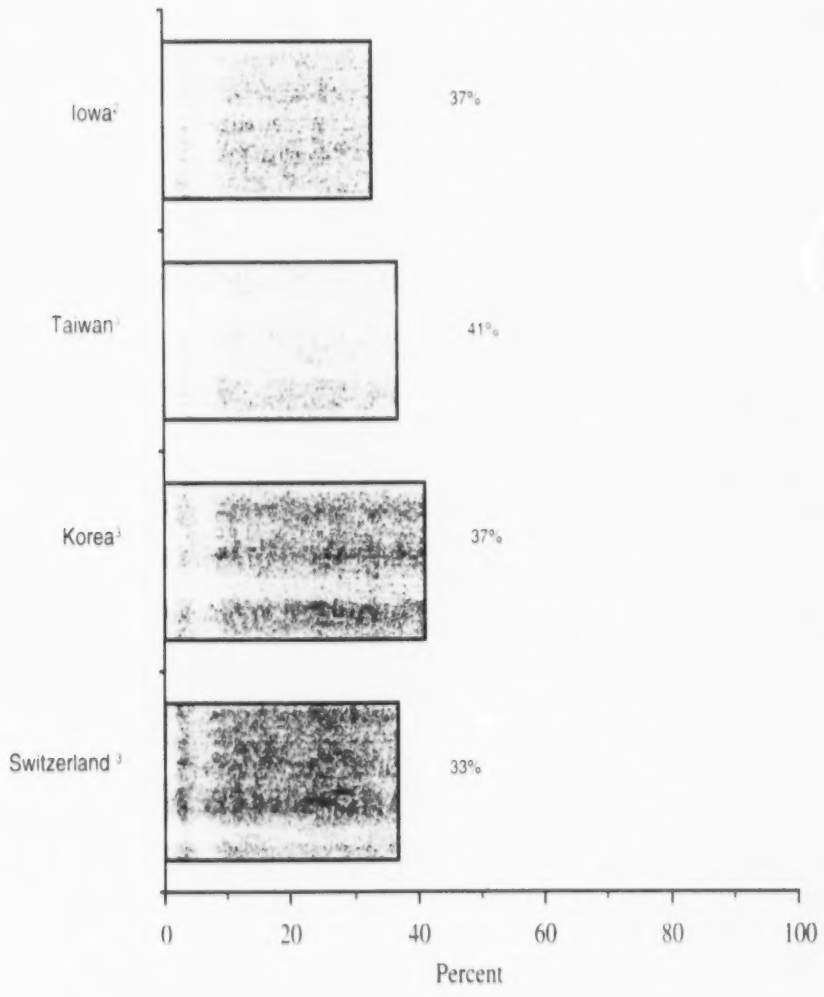
FIGURE 29

INTERNATIONAL COMPARISONS IN MATHEMATICS
PERCENTAGE OF STUDENTS[1] WHO SCORED AT THE PROFICIENT OR ADVANCED LEVEL IN MATHEMATICS — 1991 AND 1992



Source: National Goals Panel, *National Education Goals Report*, 1994.

1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.

2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.

Advanced Placement Performance

Table 70 shows the number of Advanced Placement examinations with a score of three or higher per thousand 11th and 12th grade students. Scores in the eight subject areas shown generally increased from 1991 to 1994.

TABLE 70

NUMBER OF IOWA 11TH AND 12TH GRADE ADVANCED PLACEMENT EXAMINATIONS WITH GRADES OF THREE OR HIGHER

	Number per 1,000 11th and 12th Grade Students	
Subject Areas		
Δ English	8	11
Δ Mathematics	3	5
Δ Science	2	3
Δ Foreign languages	<1	1
Δ Civics and government	1	2
Δ Economics	1	1
Δ Fine arts	<1	<1
Δ History	3	4

Source: National Goals Panel, *National Education Goals* Report, 1994.

Foreign Language Enrollment

The estimated percentages of grade 9-12 students enrolled in foreign language has increased from 30.8 percent in 1985-86 to 51.5 percent in 1993-94. The estimated figure for 1993-94 is up just slightly from an estimated 51.2 percent in 1992-93. Table 71 shows the foreign language enrollments by enrollment category.

TABLE 71

1993-94 TOTAL PUBLIC SCHOOL ENROLLMENT IN ALL FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY

Enrollment Category	1985-86 Number	Percent	1992-93 Number	Percent	1993-94 Number	Percent[1]
State	46,791	30.8	69,470	51.2	73,291	51.5
<250	658	20.4	643	48.8	322	41.5
250-399	1,667	18.2	2,566	39.9	2,140	41.2
400-599	2,769	18.9	6,034	40.5	5,482	40.3
600-999	5,079	21.8	9,034	44.8	11,698	47.7
1,000-2,499	10,536	30.2	17,913	51.9	18,008	50.8
2,500-7,499	13,018	42.7	14,130	54.3	15,439	56.0
7,500+	13,064	35.9	19,150	59.1	20,202	57.3

Source: Iowa Department of Education, Basic Educational Data Survey.
[1]Total 9-12 Enrollment 142,402, Total Foreign Language Enrollment as a percent of 9-12 Enrollment 51.5 percent.

In terms of language areas, over 72 percent of the grade 9-12 students taking foreign language were enrolled in Spanish, followed by about 18 percent enrolled in French. Table 72 reflects the number of students enrolled by language area.

TABLE 72

1993-94 FOREIGN LANGUAGE ENROLLMENT BY LANGUAGE - GRADES 9-12

Language	Number of Districts	Number of Pupils	Percent
Spanish I-VI	328	52,789	72.0
French I-VI	119	12,978	17.7
German I-VI	74	6,056	8.3
Japanese I-V	15	600	8
Russian I-V	25	453	6
Latin I-V	8	215	3
Chinese I-II	1	114	2
Italian I-V	1	63	1
Norwegian I-II	1	23	< 1

Source: Iowa Department of Education, Basic Educational Data Survey

Postsecondary Enrollment Options Act

Iowa's 11th and 12th grade students have been able to enroll in postsecondary institutions while still enrolled in pubic high schools through this act. The intent is to provide students a wider range of academic and vocational/technical options.

For 1992-93, as Table 73 depicts, the community colleges recorded the most enrollments under the act, followed by the private, two-year colleges. The greatest areas of participation included the humanities and social sciences.

TABLE 73

1992-1993 POST SECONDARY ENROLLMENT OPTIONS ACT ENROLLMENTS BY TYPE OF INSTITUTION AND TYPE OF COURSE

Institution	Enrollments			All Courses Taken During the Year					
	Juniors	Seniors	Junior Senior Total	Math	Science	Social Science	Humanities	Career Options	Vocational Technical
Regents Institution	28	120	148	63	38	56	88	4	5
Community College	311	1,416	1,727	243	217	738	901	210	247
Private 4 Yr. College	39	267	306	54	30	135	163	19	7
Private 2 Yr. College		6	6	8			2		1
Totals*	378	1,809	2,187	368	285	929	1,154	233	260

Source: Iowa Department of Education, Basic Educational Data Survey
*Excluded from total enrollments are the 32 freshmen and sophomores

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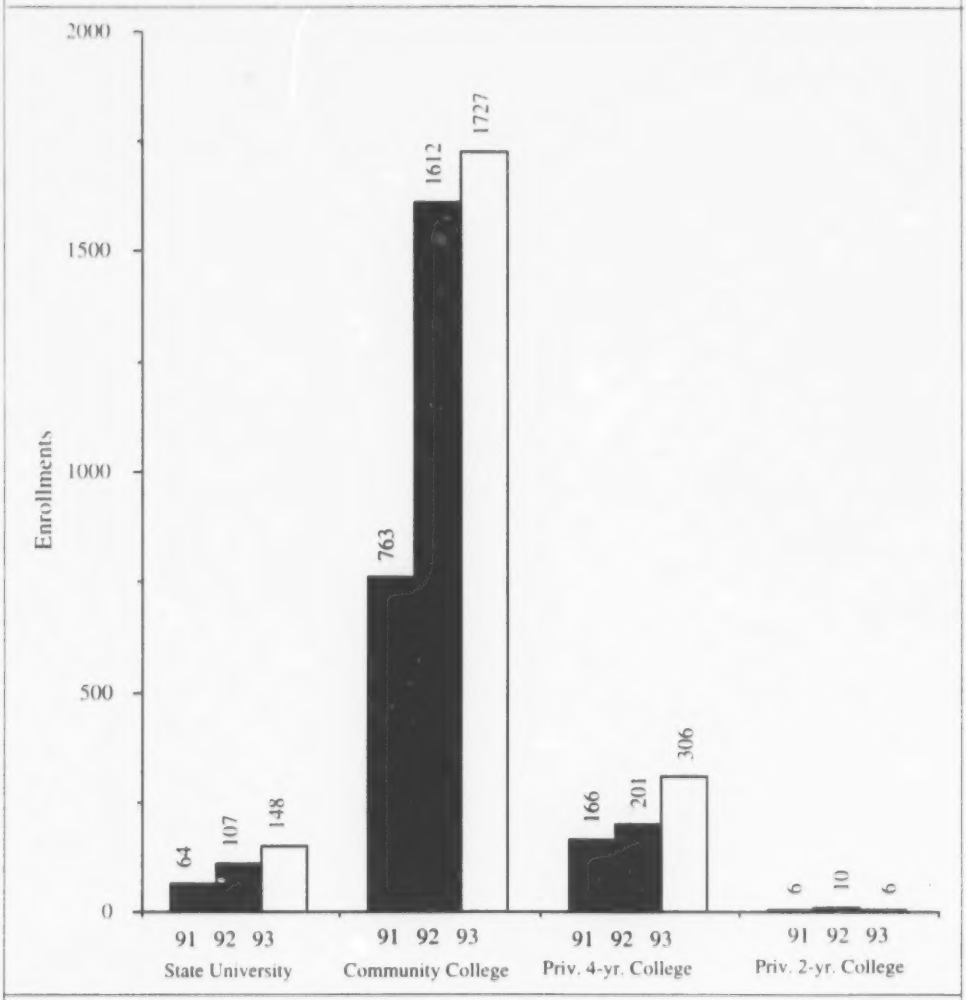
The overall participation has continued to increase from 1991-92 to 1992-93 and for each institution type except the private two-year college as shown in Figure 30.

FIGURE 30

POST SECONDARY ENROLLMENT OPTIONS ACT ENROLLMENTS 1991, 1992, 1993



Source: Iowa Department of Education, Basic Educational Data Survey.

GOAL 4

Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skill and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Teacher education and professional development is becoming more critical to meet the needs of an increasingly diverse population of varying characteristics as well as to keep pace with the ever-changing social, economic, and technical complexities of today. Continuous quality improvement in the teaching profession will be greatly facilitated by the access, opportunity, and advantage teachers make of the tools and resources available to them.

Continuing Education

Iowa teacher participation in continuing education and staff development is presented in Tables 74 and 75. The data tables include non public as well as public school teacher participation. The participation as measured by the number of enrollments has nearly doubled in 1992-93 from 1985-86.

Continuing education courses provided through the AEA's accounted for most of the participation of teachers as indicated in Table 75. Reasons provided by teachers for participation, as displayed in Table 76, indicate that the major factors were: a desire to learn, to renew teacher's certificate, and to receive credit or satisfy a requirement.

TABLE 74

TEACHER PARTICIPATION IN CONTINUING EDUCATION

Year	Total Participation[1]
1985-86	14,229
1986-87	16,439
1987-88	23,403
1988-89	25,177
1989-90	24,262
1990-91	26,079
1991-92	27,067
1992-93	28,189

Source: Iowa Department of Education. *1992-93 Annual Staff Development Report.*
[1] Based upon the number of enrollments, not number of teachers, includes public and nonpublic school teachers.

TABLE 75

1992-93 Teacher Participation in Continuing Education

	Number	Percent
Local Education Agencies	2,353	8.3
Area Education Agencies	25,836	91.7
Total	28,189	100.0

Source: Iowa Department of Education. *1992-93 Annual Staff Development Report.*

TABLE 76

1992-93 TEACHER PARTICIPATION IN CONTINUING EDUCATION

Percent	Reasons for Participation
60.1%	Desire to learn
55.3%	Renew teaching certificate
35.3%	Receive credit or satisfy a requirement
14.9%	Solve a problem
1.3%	Suggested by administrator/supervisor
0.9%	Other teachers were attending

Source: Iowa Department of Education. *1992-93 Annual Staff Development Report.*
Note: Responses are not mutually exclusive.

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GOAL 5

Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Calculus Enrollment

Enrollment in calculus has more than doubled since 1985-86, rising from an estimated 5.6 percent to 11.9 percent in 1993-94. These percentages assume that calculus is taken in grade 12. (Table 77).

TABLE 77

PUBLIC SCHOOL ENROLLMENT IN CALCULUS

Year	Number	Estimated Percent
1985-86	2,004	5.6
1990-91	2,574	8.3
1991-92	2,467	7.8
1992-93	3,528	10.7
1993-94	3,864	11.9

Source: Iowa Department of Education, Basic Educational Data Survey.

Table 78 shows Iowa 1993-94 student enrollment in calculus by enrollment category as well as by gender. The number of districts who enrolled students in calculus are shown by enrollment category as well.

TABLE 78

1993-94 ENROLLMENT IN CALCULUS

		Enrollment Category						
	State	<250	250-399	400-599	600-999	1,000-2,499	2,500 7,499	7,500+
Number of Districts	167	4	14	30	46	44	20	9
Pupils Enrolled	3,864	16	79	272	423	758	780	1,536
Boys	2,076	4	34	151	228	400	425	834
Girls	1,788	12	45	121	195	358	355	702

Source: Iowa Department of Education, Basic Educational Data Survey.

Trigonometry Enrollment

An estimated 14.1 percent of eleventh grade students took trigonometry in 1993-94. This is approximately the same as in the previous year and down from a high of 15.2 percent in 1990-91. (Table 79).

Table 80 indicates, by enrollment category, 1993-94 Trigonometry enrollment by pupils enrolled and gender enrollment. Also provided is an indication of the number of participating districts by enrollment category.

TABLE 79

PUBLIC SCHOOL ENROLLMENT IN TRIGONOMETRY

YEAR	NUMBER	ESTIMATED PERCENT
1985-86	5,107	9.2
1990-91	4,820	15.2
1991-92	4,984	15.0
1992-93	4,663	14.2
1993-94	4,913	14.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

TABLE 80

1993-94 ENROLLMENT IN TRIGONOMETRY

		ENROLLMENT CATEGORY						
	STATE	<250	250-399	400-599	600-999	1,000-2,499	2,500 7,499	7,500+
NUMBER OF DISTRICTS	121	2	10	23	32	36	10	8
PUPILS ENROLLED	4,913	6	95	299	611	1,215	805	1,882
BOYS	2,369	5	49	152	315	619	381	848
GIRLS	2,546	1	46	147	296	596	424	1,034

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

Chemistry Enrollment

Nearly 23,000 students enrolled in chemistry in 1993-94. This represented an estimated 65.6 percent of eleventh grade students. This represents a substantial increase from the estimated 48.2 percent enrolled in 1985-86. (Table 81).

TABLE 81

PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY

YEAR	NUMBER	ESTIMATED PERCENT
1985-86	17,945	48.2
1990-91	19,329	61.0
1991-92	21,176	63.5
1992-93	22,521	67.9
1993-94	22,860	65.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

Table 82 indicates, by enrollment category, the number of districts with Chemistry enrollment, and the number of pupils enrolled by gender for 1993-94.

TABLE 82

1993-94 ENROLLMENT IN CHEMISTRY

		ENROLLMENT CATEGORY						
	STATE	<250	250-399	400-599	600-999	1,000-2,499	2,500 7,499	7,500+
NUMBER OF DISTRICTS	352	9	43	83	105	78	25	9
PUPILS ENROLLED	22,860	106	711	2,047	3,872	5,209	480	6,104
BOYS	10,874	48	325	752	1,810	2,476	2,266	2,997
GIRLS	11,986	58	336	1,095	2,062	2,733	2,545	3,107

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

Physics Enrollment

Physics enrollment has increased since 1985-86 from an estimated 24.3 percent of twelfth grade students to an estimated 34 percent in 1993-94. (Tables 83 and 84).

1993-94 Iowa enrollments in Physics are provided in Table 84 by enrollment cateogry. Enrollments are shown by gender as well as the number of districts offering Physics.

TABLE 83

PUBLIC SCHOOL ENROLLMENT IN PHYSICS

YEAR	NUMBER	ESTIMATED PERCENT
1985-86	9,051	24.3
1990-91	8,991	28.4
1991-92	9,723	32.5
1992-93	10,714	32.5
1993-94	11,062	34.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

TABLE 84

1993-94 ENROLLMENT IN PHYSICS

		ENROLLMENT CATEGORY						
	STATE	<250	250-399	400-599	600-999	1,000-2,499	2,500 7,499	7,500+
NUMBER OF DISTRICTS	346	10	40	82	102	78	25	9
PUPILS ENROLLED	11,062	63	306	882	1,480	2,232	2,472	3,627
BOYS	6,306	31	151	472	870	1,328	1,458	1,996
GIRLS	4,756	32	155	410	610	904	1,014	1,631

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY.

TABLE 85

CLASSROOM ACTIVITIES TO STRENGTHEN MATHEMATICS AND SCIENCE EDUCATION

	IOWA		CENTRAL REGION	NATION
• PERCENTAGE OF PUBLIC SCHOOL 8TH GRADERS	1990	1992	1992	1992
A) WHOSE TEACHERS REPORT THAT THEY DO THESE ACTIVITIES IN MATHEMATICS CLASS:				
- WORK IN SMALL GROUPS AT LEAST ONCE A WEEK	48%	50%	51%	51%
- WORK WITH MEASURING INSTRUMENTS OR GEOMETRIC SOLIDS AT LEAST ONCE A WEEK	–	8%	4%	7%
B) WHOSE MATHEMATICS TEACHERS HEAVILY EMPHASIZE:				
- ALGEBRA AND FUNCTIONS	49%	55%	43%	46%
- DEVELOPING REASONING ABILITY TO SOLVE UNIQUE PROBLEMS	38%	47%		
- COMMUNICATING MATHEMATICS IDEAS	28%	39%		
C) WHO HAVE COMPUTERS AVAILABLE IN THEIR MATHEMATICS CLASSROOM	23%	20%	17%	19%
D) WHO USE CALCULATORS IN MATHEMATICS CLASS AT LEAST ONCE A WEEK	56%	68%	64%	68%

SOURCE: NATIONAL GOALS PANEL, *NATIONAL EDUCATION GOALS REPORT*, 1994.

Strengthening Mathematics and Science Education

Table 85 summarizes, by classroom, activities to strengthen mathematics and science education of Iowa eighth grade students. These included small group work, emphasis on algebra and functions, developing reasoning ability, and communication of mathematics ideas. The use of calculators in mathematics classrooms was also measured. For the central region as well as nationally where comparisons were possible, Iowa performance surpassed or equaled these comparisons except for small group activities where a slightly lower percentage of Iowa students participated.

TABLE 86

PERCENTAGE OF MATHEMATICS AND SCIENCE TEACHERS WITH MAJOR IN FIELD (GRADES 9-12, SPRING, 1991)

	MATHEMATICS		SCIENCE	
	MAIN ASSIGNMENT: % WITH MAJOR IN MATH	ALL TEACHERS: % WITH MAJOR IN MATH	MAIN ASSIGNMENT: % WITH MAJOR IN SCIENCE	ALL TEACHERS: % WITH MAJOR IN SCIENCE
IOWA	69	57	82	72
ILLINOIS	69	63	83	77
KANSAS	82	78	72	66
MINNESOTA	90	79	87	80
MISSOURI	73	70	79	65
NEBRASKA	87	76	83	72
WISCONSIN	87	75	83	74
NATION	69	61	79	70

SOURCE: *STATE INDICATORS OF SCIENCE AND MATHEMATICS EDUCATION*, 1993.

The percentage of mathematics and science teachers for students in grades 9-12 with a major in the field is displayed in Table 86. The range for Iowa teachers, depending upon the category presented, was from 57 to 82 percent, with the highest percentages indicated when considering teachers with their main assignment in the field. Iowans reporting met or exceeded the nation on all factors except the measure of *all teachers: percent with major in math* which trailed the nation by four percentage points. When the main assignment was either math or science, however, the percentage of Iowa teachers with a major in their field met (for math) or exceeded (for science, by three percentage points) the nation. Mixed results appear in comparisons with neighboring states, with main assignment in science providing Iowa with the highest comparisons.

GOAL 6

Adult Literacy and Lifelong Learning

By the year 2000 every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Postsecondary Education Enrollments

Postsecondary educational opportunities are provided within four types of major postsecondary educational institutions including three state universities, 15 public community colleges, 28 private four-year colleges and universities, and 13 private, primarily occupational institutions. Table 91 relates the 1992 and 1993 enrollments by postsecondary institutions. Overall, the enrollments have been relatively constant. State university undergraduate enrollments declined about two percent. Community college enrollments were up slightly. For private, four year colleges, undergraduate enrollments increased slightly while graduate enrollments declined.

TABLE 87

ESTIMATED ENROLLMENTS 1992-1993

	1992	1993
STATE UNIVERSITIES		
UNDERGRADUATE	50,917	50,019
GRADUATE	14,854	14,861
COMMUNITY COLLEGES	55,589	56,088
PRIVATE 4-YEAR		
UNDERGRADUATE	39,768	40,277
GRADUATE	3,785	3,670
PRIVATE 2-YEAR/OTHER	4,507	4,326
PROFESSIONAL	3,015	3,180
TOTAL	172,435	172,421
UNDERGRADUATE	150,781	150,710
GRADUATE/PROFESSIONAL	21,654	21,711

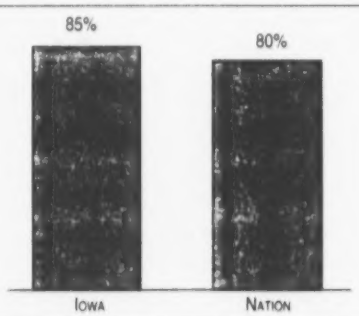
SOURCE: IOWA COLLEGE STUDENT AID COMMISSION.

Educational Attainment

According to unpublished data collected by the U.S. Census Bureau for 1993, the percentage of Iowans age 25 and above who have completed high school (Figure 31) exceeded that of the nation by about five percentage points. Nearly one in five (18 percent) Iowans held a college degree, slightly below the national average (22 percent) (Table 88).

FIGURE 31

1993 COMPARISON OF HIGH SCHOOL DIPLOMAS OF POPULATION AGE 25 YEARS +



SOURCE: U.S. CENSUS BUREAU, 1993 CURRENT POPULATION SURVEY (UNPUBLISHED DATA).

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TABLE 88

EDUCATIONAL ATTAINMENT OF POPULATION 25 YEARS +		
	% HIGH SCHOOL COMPLETION AND ABOVE	% BACHELORS DEGREE OR ABOVE
IOWA	84.9	18.4
NATION	80.2	21.9

SOURCE: U.S. CENSUS BUREAU, 1993 CURRENT POPULATION SURVEY (UNPUBLISHED DATA).

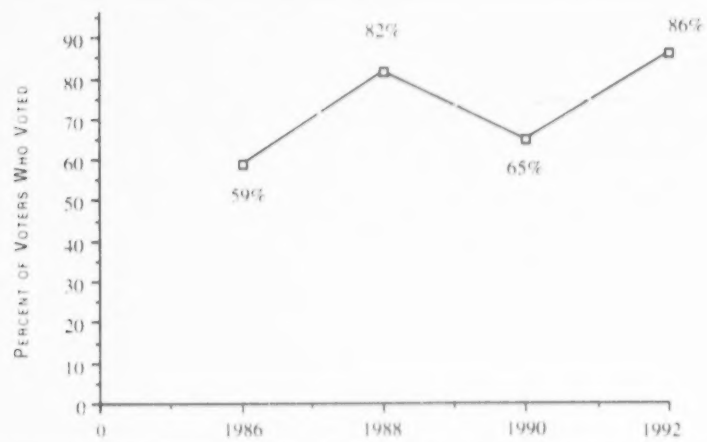
Citizenship

As a direct measure of citizenship, information in Figure 32 shows the voting pattern of Iowa registered voters who voted in 1986, 1988, 1990, and 1992.

Another measure of the percentage of all U.S. citizens registered to vote and actually voting is provided by the National Goals Panel. Table 89 shows increases in both measures. The measure on percent voting is in agreement, in direction, with the trend identified in Figure 32 for this measure.

FIGURE 32

PERCENT OF IOWA REGISTERED VOTERS WHO VOTED



SOURCE: STATE OF IOWA VOTER REGISTRATION.

TABLE 89

U.S. CITIZEN VOTING PATTERNS		
DIRECT MEASURE OF THE GOAL: CITIZENSHIP	1988	1992
• PERCENTAGE OF ALL U.S. CITIZENS		
A) REGISTERED TO VOTE	73%	79%
B) VOTING	64%	72%

SOURCE: NATIONAL GOALS PANEL, *NATIONAL EDUCATION GOALS REPORT*, 1994.

GOAL 7

Safe, Disciplined, and Alcohol - and Drug-Free Schools

By the year 2000, every school in the United State will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conductive to learning.

Substance Abuse Prevention

In 1993-94 nearly all (387) of Iowa's 390 school districts were participants in the Drug Free Schools and Communities Program.

Drug Abuse Resistance Education (DARE) is a drug abuse awareness and prevention program included within the Drug Free Schools and Communities Program. It is taught by law enforcement officers with the cooperation of local school districts. DARE is co-sponsored by the Governor's Alliance on Substance Abuse; the Department of Education, and the Department of Health. About 60,000 students participated in the 1993-94 school year. There were approximately, 250 DARE officers and 160 school districts involved in the program.

Other programs included under the Drug Free Schools and Communities Program were student assistance, peer helping and counseling, Quest, support groups, at-risk programs, gang prevention and intervention, conflict management, law-related education and juvenile court diversion.

Substance Use

Tables 90 and 91 summarize the percent of alcohol and marijuana use by grade level for 1984, 1987, 1990, and 1993 as reported in the 1994 Iowa Youth Survey. The percent of nonuse of alcohol by students in grades 6, 8, 10, and 12 has increased from 1984 to 1993. Grades 10 and 12 show the lowest percentage of alcohol abstainers. Overall, slightly less than two-thirds of the Iowa students reported nonuse of alcohol. Grade 12 students indicated the greatest

TABLE 90

PERCENT OF ALCOHOL USE BY GRADE LEVEL 1984, 1987, 1990 AND 1993

GRADE	YEAR	DEGREE OF USE			
		NONUSE	CASUAL	REGULAR	HEAVY
GRADE 6	1984	80%	15%	4%	1%
	1987	83	13	3	1
	1990	88	9	3	1
	1993	91	7	1	1
GRADE 8	1984	58	30	10	2
	1987	61	26	11	2
	1990	66	22	10	2
	1993	71	19	8	2
GRADE 10	1984	34	32	28	6
	1987	38	27	26	7
	1990	42	29	24	5
	1993	42	26	20	5
GRADE 12	1984	22	24	40	14
	1987	23	24	38	12
	1990	30	30	30	9
	1993	30	24	27	12
TOTAL SAMPLE	1984	48	25	21	6
	1987	51	24	20	6
	1990	57	22	17	4
	1993	62	19	14	5

SOURCE: IOWA DEPARTMENT OF EDUCATION, *1993 IOWA YOUTH SURVEY*.

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TABLE 91

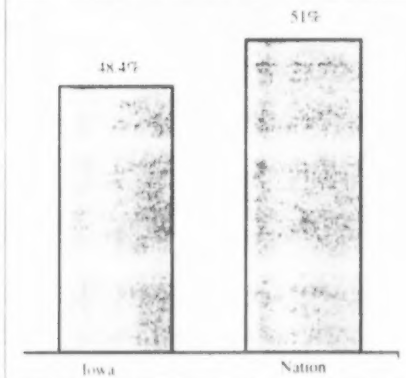
PERCENT OF MARIJUANA USE BY GRADE LEVEL 1984, 1987, 1990 AND 1993

GRADE	YEAR	DEGREE OF USE			
		NONUSE	CASUAL	REGULAR	HEAVY
GRADE 6	1984	99 %	0 %	0 %	0 %
	1987	99	1	0	0
	1990	99	0	0	0
	1993	98	1	0	0
GRADE 8	1984	96	2	1	1
	1987	95	3	1	1
	1990	97	2	1	0
	1993	96	2	1	1
GRADE 10	1984	89	5	3	3
	1987	87	6	4	4
	1990	91	4	2	3
	1993	91	4	3	3
GRADE 12	1984	85	7	5	4
	1987	83	9	3	5
	1990	89	5	2	3
	1993	87	5	4	4
TOTAL SAMPLE	1984	92	4	3	2
	1987	91	5	2	3
	1990	94	3	2	2
	1993	93	3	2	2

SOURCE: IOWA DEPARTMENT OF EDUCATION, *1993 IOWA YOUTH SURVEY*

FIGURE 33

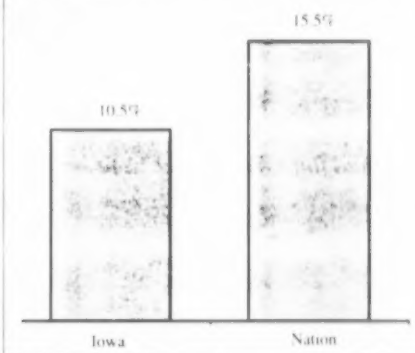
12TH GRADERS WHO USE ALCOHOL ON A MONTHLY BASIS-1993



SOURCE: *1993 IOWA YOUTH SURVEY*.
UNIVERSITY OF MICHIGAN, MONITORING THE FUTURE STUDY, 1993

FIGURE 34

12TH GRADERS WHO USE MARIJUANA ON A MONTHLY BASIS-1993



SOURCE: *11993 OWA YOUTH SURVEY*.
UNIVERSITY OF MICHIGAN, MONITORING THE FUTURE STUDY, 1993

percentages of casual (24 percent), regular (27 percent) and heavy (12 percent) alcohol use, although these percentages have declined since 1984. Figure 33 shows that 48.4 percent of Iowa 12th graders use alcohol on a monthly basis compared to 51 percent for the nation.

As indicated in Table 91, nonuse of marijuana was reported by 93 percent of all Iowa students in the survey. These percentages have increased overall since 1984 as well as generally by grade levels surveyed. However, grade 12, followed by grade 10 students reported the highest percentages of casual to heavy use. Figure 34 reveals that Iowa 12th grade students monthly marijuana use (about one in ten students) was only two-thirds of that of use nation wide.

Disciplined Behaviors

High risk behaviors according to the percent of students who reported engaging in them is provided in Table 92. The percentage of students who have never engaged in these behaviors ranged from 68 percent to 95 to 96 percent. *Beating someone up* was reported by about one-third of the students respondents while *use of weapon or threats for personal gain* and *disciplined for alcohol or drug use* was mentioned as never engaged in by 95 to 96 percent of the students. The percentages related to the various categories of frequency of the behaviors were under 6 percent, except for *beating up someone* reported by 21 percent of the students (one or two times) and *disciplined for fighting, theft, or damaging property* by 11 percent of the students (one or two times).

TABLE 92

PERCENT HIGH RISK BEHAVIORS — 1993

	NEVER	1 OR 2 TIMES	3 TO 5 TIMES	6 OR MORE TIMES
DISCIPLINED AT SCHOOL FOR ALCOHOL OR DRUG USE	96%	3%	<.5%	1%
DISCIPLINED AT SCHOOL FOR FIGHTING, THEFT, OR DAMAGING PROPERTY	85%	11%	3%	2%
USED A WEAPON, FORCE OR THREATS TO GET MONEY OR THINGS FROM SOMEONE.	95%	3%	1%	1%
BEAT UP SOMEONE BECAUSE HE OR SHE MADE A PERSON ANGRY.	68%	21%	6%	5%

SOURCE: IOWA DEPARTMENT OF EDUCATION, *1993 IOWA YOUTH SURVEY*.

Figure 35 consists of a rank ordering of at risk behaviors according to the percentage of surveyed students who reported engaging in them. The range was from 32 percent for *physical fight from anger* to four percent for *gambling*.

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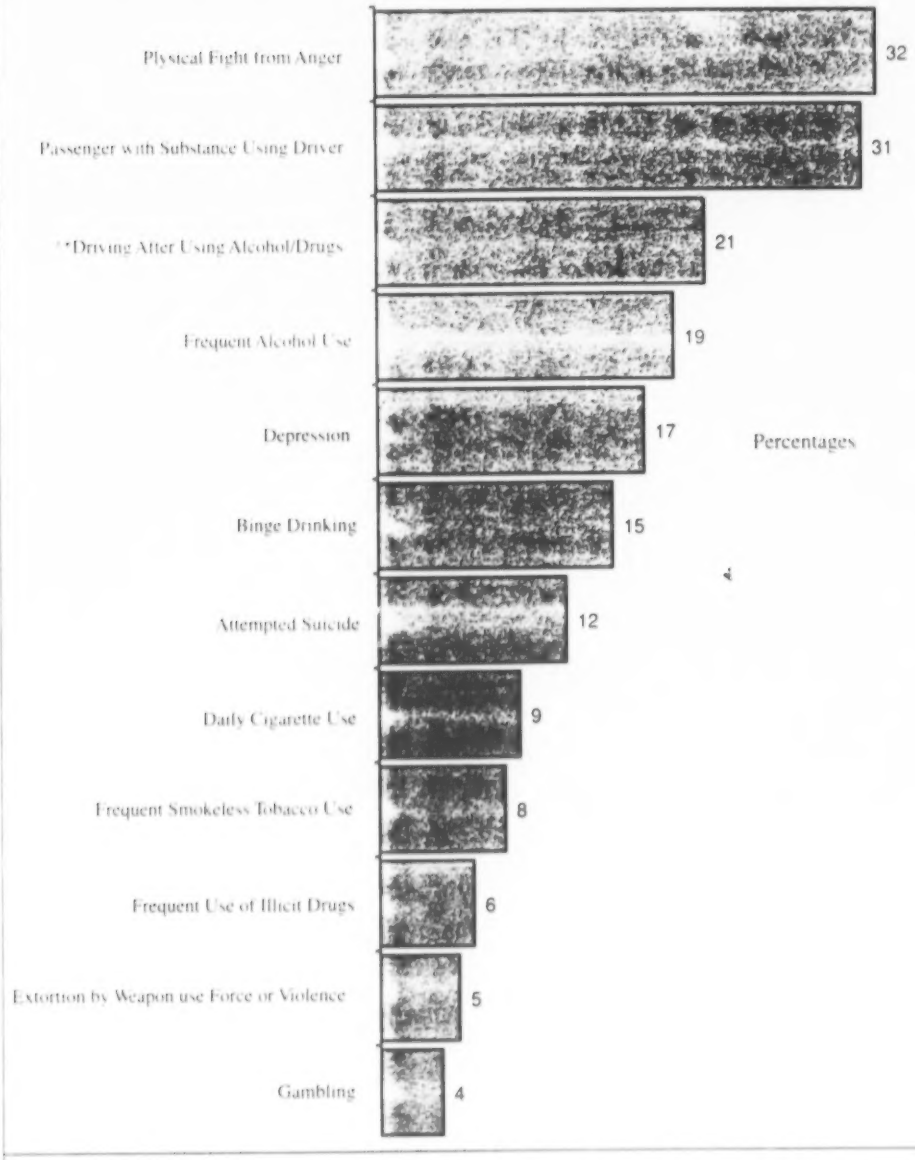
FIGURE 35

PERCENTAGES OF YOUTH WITH EACH AT-RISK BEHAVIOR* IN RANK ORDER — 1993



SOURCE: IOWA DEPARTMENT OF EDUCATION, *1993 IOWA YOUTH SURVEY*.
*BASED ON STUDENTS IN GRADES 6-12.
**BASED ON GRADES 10-12 ONLY.

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Unsafe or Disruptive School Environment

Measured according to the percentage of surveyed student respondents, three factors indicating an unsafe or disruptive school environment are shown in Table 93. Almost two-thirds of the students surveyed indicated that they had experienced no incidence of having *things stolen or damaged*. One to two occurrences were reported by 29 percent, while multiple occurrences were indicated by four percent or less. Being *threatened or injured by a weapon last year* was a non-occurrence for 92 percent of the student surveyed. Of the 8 percent who had experienced this behavior, 6 percent indicated it occurred once or twice. The *teacher stopped to deal with disruption last month* was not a factor for 28 percent of the student respondents. More than one-third of the students had experienced this occurrence one or two times, with one in five students experiencing it 3 to 5 times. In general, females tended to report these factors occurring less than males, except for teacher handled disruptions. Grade 10 students tended to report the occurrences in higher percentages as well, with the same exception noted for gender reporting.

TABLE 93

UNSAFE/DISRUPTIVE SCHOOL ENVIRONMENT BY GRADE AND GENDER - 1993

HAD THINGS STOLEN OR DAMAGED IN THE LAST YEAR:		GRADE LEVEL				GENDER	
FREQUENCY OF OCCURRENCE	TOTAL	6TH	8TH	10TH	12TH	MALE	FEMALE
0	65%	77%	62%	59%	62%	61%	69%
1-2	29	20	31	33	32	31	26
3-5	4	2	5	6	4	5	4
6 OR MORE	2	2	2	2	2	3	1
THREATENED OR INJURED BY A WEAPON, LAST YEAR							
0	92	94	91	91	94	89	95
1-2	6	4	6	7	5	7	3
3-5	1	1	2	1	1	2	1
6 OR MORE	1	1	1	1	1	2	*
TEACHER STOPPED TEACHING TO DEAL WITH DISRUPTION, LAST MONTH							
0	28	35	21	23	33	30	26
1-2	36	33	33	38	39	35	36
3-5	19	17	22	21	16	19	20
6-9	6	5		6	5	6	7
10 OR MORE	11	9	16	12	7	11	11

SOURCE: IOWA DEPARTMENT OF EDUCATION, *1993 IOWA YOUTH SURVEY*.
NOTE: *INDICATES A PERCENTAGE GREATER THAN ZERO, LESS THAN 0.50.

GOAL 8

Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Indicators for Goal 8 have yet to be identified by the National Education Goals Panel.